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ALEXIS BAND

EDUCATIONAL EVALUATION

MAY 25, 1983

R. & F. CONSULTING

EDMONTON, ALBERTA

Evaluation Branch  
Corporate Policy  
D.I.A.N.D.

## THE WOLF CEREMONY.

I wanted to give something of my past to my grandson. So I took him into the woods, to a quiet spot. Seated at my feet he listened as I told him of the powers that were given to each creature. He moved not a muscle as I explained how the woods had always provided us with food, homes, comfort, and religion. He was awed when I related to him how the wolf became our guardian, and when I told him that I would sing the sacred wolf song over him, he was overjoyed.

In my song I appealed to the wolf to come and preside over us while I would perform the wolf ceremony so the the bondage between my grandson and the wolf would be lifelong.

I sang. In my voice was the hope that clings to every heartbeat.

I sang. In my words were the powers I inherited from my forefathers.

I sang. In my cupped hands lay a spruce seed--the link to creation.

I sang. In my eyes sparkled love.

I sang. And the song floated on the sun's rays from tree to tree.

When I had ended, it was as if the whole world listened with us to hear the wolf's reply. We waited a long time but none came.

Again I sang, humbly but as invitingly as I could, until my throat ached and my voice gave out.

All of a sudden I realized why no wolves had heard my sacred song. There were none left!

My heart filled with tears. I could no longer give my grandson faith in the past, our past.

At last I could whisper to him: "It is finished!"

"Can I go home now?" he asked, checking his watch to see if he would still be in time to catch his favorite program on TV.

I watched him disappear and wept in silence.

All IS finished!

## ABSTRACT

The children of the Alexis Reserve are in educational trouble and have been for a number of years.

It is clear from the testing results derived from the Canadian Test of Basic Skills that neither the provincial schools or the DIAND schools are meeting their educational needs.

The main problem areas for Alexis students are language, vision, and hearing.

School drop out is as much an emotional and spiritual problem as it is academic.

The evaluation indicates that there is no simple answer for this failure. A combination of cultural, bureaucratic, social and political conditions and events have hindered and frustrated the release of potential of the Alexis children.

A lack of programs to meet the educational and recreational needs of the children and youths of the reserve.

Band hiring practices that encourage young people to drop out of school and a lack of positive rewards for individuals who have stayed in school.

Bingo and alcohol are getting in the way of children getting the proper food and sleep.

Parents that do not think that education is important and do not see that their children get to school on time or attend school regularly.

Provincial universities and training colleges are not training teachers to teach or turning out teachers who know how children learn.

There is a lack of teachers trained in cross-cultural education.

The language spoken in the home is different from the language of instruction spoken in the school..

Curriculum materials, and equipment are insufficient. Many of them out of date, culturally irrelevant or in poor repair and do not meet the diagnosed educational need.

The activities of the Department of Indian Affairs are not producing any short or long range improvement in

the education of Native Children. The Department is not meeting its own stated objectives for the education of Native children, nor has it effectively implemented its policies in regard to Native education and Indian Control of Indian Education.

There is a need for the Alexis community to take a greater interest and have more control over the education of their children.

# ALEXIS EDUCATION EVALUATION

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## INTRODUCTION

### I. ALEXIS INDIAN BAND

The Alexis Reserve is located fifty-eight miles north-west of Edmonton near a popular recreation area on Lac Ste Anne. The land area of the reserve comprises 15,259 acres or 23.84 square miles.

The people of the Alexis Indian Reserve are of Wood Stoney ancestry with a current population of 691 members. There are approximately 531 resident members on the reserve and 165 off the reserve residents. The potential labor force among the resident members on the reserve number approximately 200 people upon deducting the number of elders and the 254 youths under eighteen years of age. The rate of unemployment among the employable on the reserve reaches 90 percent in the winter and 80 percent in the summer months.

There is an increasing involvement in the Band's farm and ranch enterprise which could be expanded along with the timber (Pulpwood and Cordwood) operations. A further potential exists for sand and gravel extraction for local road building and construction. Oil and gas leases exist on the reserve but current demands result

in the wells being capped. Further development of the Band's Nikoodi Park would be of benefit to all band members.

Existing facilities on the Alexis Reserve are limited to the School, Church, Band Office, Community Hall, Carpentry Shop, Public Works Building and Nikoodi Concession.

School children on the Reserve are presently offered the following options as to the school they may attend:

1. The Federal Day School on Alexis Reserve (Grades Kindergarten to Four).
2. Provincial Public School at Darwell (Grades One to Eight).
3. Provincial Public School at Onoway (Grades One to Six).
4. Provincial Junior and Senior High School at Onoway (Grades Seven to Twelve).

The October 1, 1981 School enrollment is as follows.

1. Alexis Indian Day School.  
Grade K - 16  
Grade 1 - 16

Grade 2 - 13

Grade 3 - 12

Grade 4 - 4 (TOTAL OF 61)

2. Darwell Elementary and Junior High.

Grade 1 - 2

Grade 2 - 4

Grade 3 - 4

Grade 4 - 11

Grade 5 - 8

Grade 6 - 8

Grade 7 - 5

Grade 8 - 3 (TOTAL OF 45)

3. Onoway Elementary School.

Grade 1 - 2

Grade 2 - 3

Grade 3 - 3

Grade 4 - 8

Grade 5 - 11

Grade 6 - 3 (TOTAL OF 30)

4. Onoway Junior and Senior High School.

Grade 7 - 9

Grade 8 - 5

Grade 9 - 11

Grade 10 - 6

Grade 11 - 4

Grade 12 - 2

Spec. Ed. - 2

(TOTAL OF 39)

## 2. HISTORICAL BASIS FOR EVALUATION

The Alexis Education Committee was formed in August 1982 by the appointment of members to it by the Alexis Band Council. Initially its function was to provide information on local input and to help assure attendance and to look at what could be done to improve the education for Alexis children.

As the Committee became more familiar with the school, the members began to feel the need for a deeper understanding of the various issues concerning education. By 1983, the Committee was meeting regularly to discuss educational matters, although their responsibilities remained basically the same.

The School Committee recommended to the Band Council that an educational evaluation be done for the children

of Alexis. A submission was made in August of 1982 to the Education Evaluation Program Branch of the DIAND in Ottawa for funding of a community based evaluation of education for the Alexis Reserve. This submission was prepared in conjunction with the Alexis Band Council.

It was proposed that the evaluation would be conducted under the auspices of the Education Advisory Committee via funds from the DIAND (Evaluation Branch, Corporate Policy).

Gladys Kyme, Band Councilor of the Alexis Reserve and member of the evaluation Committee, was named liaison person for the Evaluation Advisory Committee. The R and F Consulting Ltd. (Resources for the Future) was awarded the evaluation contract and Philip N. Lane of the Faculty of Education at the University of Lethbridge was designated as the Principal Investigator of the Evaluation Team. Primary on site investigators were:

Martha Many Grey Horses  
Educational Consultant  
University Instructor  
Training specialist

And primary on site Evaluation Team member, who was responsible for the development of the community survey

instruments, and the training of community personnel to deliver the surveys.

Jonathan Metric

principal of the Rae Lakes Territorial School

Director of Group Home

Special Education Teacher

Early Childhood Education Consultant

Director for Barzak Institutes of Canada

(Optimalearning)

Member of Board of Directors,

Waldorf School Association of Alberta

Allen Murray

Superintendent of Schools,

the Bella Bella Community Schools

Dean of the Louis Gregory Institute

Education Consultant United Nations

Principal of the kipohtakaw Education Centre

Ron Jorgenson

Secondary Principal

Assistant Superintendent of Schools

Teacher

Educational Consultant

management Training Consultant

Other evaluation team members included staff members of

the Department of Education, University of Lethbridge, as well as other relevant professionals. On site evaluators were Martha Many Grey Horses, Allen Murray, Ron Jorgenson and Jonathan Metric. It was understood that the Alexis Community would have on site community members with the on site evaluators at all times and through all phases of the evaluation.

Alexis Band Community Evaluators:

Kathy Potts

Geraldine Mustus

Isabel Aginas

Barbara Paul

Community Survey Interviewers:

Evelyn Alexis

Veronica Alexis

Mable Alexis

Hazel Potts

It was further agreed that the Band Council and Education Committee would be involved in all phases of the evaluation. The Evaluation Team was further given the task of coordinating the evaluation of relevant provincial schools with the Lac Ste Anne School District.

Past Academic Achievement Records indicate that the children of the Alexis Reserve were in real educational trouble and that failure and those problems had been going on for a long time and that they had become intrenched problems that needed to be looked at and evaluated

One of the major reasons for undertaking an evaluation was to attempt to identify the reasons for the apparent failure of education for the children of the Alexis Reserve. In the past 5 years only one student has graduated from Grade 12 (excepting those having obtained this level through adult upgrading courses). At the same time the failure rate has been approximately 98%.

Although these statistics point to a consistent and long-term failure of the system, no coherent program for studying the problems affecting the Alexis school system had been undertaken in the past. Nor had there been any steps taken to determine the actual academic and functional standing of the students.

#### Local Control as an Option

The Department of Indian Affairs and Northern Development and the Indians of Canada have been committed to a policy of Indian Control over Indian

education since 1972. The control was to be effected at the community level. Increasingly, Indian Bands (or groups of Bands) are taking over, partly or entirely, the management and provision of education programs to their own people.

At the time it was decided to undertake this evaluation the Alexis Band viewed "local control" of the education of their members as one of several options but not the main option. It was felt that the decision to take control might be made at some time in the future, but they contended that they had no basis at this time for believing that education would necessarily improve through this choice. In point of fact most people felt that they did not know enough about education and how to run a school to think about taking over the school on the reserve.

## II. DIAND IN EDUCATION

It would be impossible to completely evaluate education on a Reserve without examining the role that the DIAND plays. As the main, and in most cases the only funding agent for Native education, DIANDs' actions have major implications for quality education for Native people.

### 1. LEGAL BASIS

The British North America Act forms the legal basis for the federal government's responsibility for Native people. In Section 91 of this act the Parliament of Canada is assigned exclusive authority in regards to Native people.

In the Indian Act, Sections 114 to 123, the Minister of Indian Affairs and Northern Development is empowered to operate schools and enter into agreements with provincial governments, Territorial Commissioners, school boards, and religious and charitable organizations for the education of registered Indian and Inuit children living on reserves or Crown land.

Through various Treasury Board authorities, the Department may offer a wider range of educational and

student support services than those authorized in the Indian Act. Under contribution agreements, band and district councils may take control of any education capital or operations and maintenance programs approved in departmental estimates.

## 2. PHILOSOPHY OF EDUCATION

The Department does not have a statement of educational philosophy as such which sets out the components of quality education. What exists instead are policy statements relating to the Department's objectives in relationship to Native education.

The departmental objective is to "ensure quality education through Indian control - by establishing policies consistent with the principles of Indian control and ministerial accountability for the expenditure of funds and the outcome of programs."

Policy objectives and goals include:

- to develop a strong sense of identity, a pride in their heritage and feelings of self-worth.
- to provide a full and appropriate range of educational services to enable the children to develop academic and vocational skills and to encourage their personal, social and cultural growth

to its maximum potential.

- to create a framework for Natives to set their own goals.

- to build a partnership to achieve goals through consultation, cooperation and negotiation.

- to replace the role of dependence with the role of equal status, opportunity and responsibility.

- to improve learning situations at all levels.

- to increase the number of Native graduates who are then able to gain immediate employment and develop life-long work/career patterns.

- to increase the number of Native graduates whose skills are compatible with the human resource development needs of their communities.

- to increase the capacity of Native authorities for designing, administering, and delivering educational services for their children.

- to increase the number of schools which provide special programming to meet the education needs of Native children.

- to support the increase of Native communities represented on the boards of provincial education authorities.

This direction has been the policy of the Department since roughly 1973 when the National Indian Brotherhood and the Department reached agreement on the concept of Native control of Native education.

It is of concern to the Indian people in this area that the most recent moves by the Department:

Not funding Band Educational Administrators.

Non payment of off reserve education costs.

Get tough negotiation tactics.

Are contrary to the Departments policies of Indian Control of Indian Education and an slap in the face of the Bands desires for quality education.

### 3. EDUCATIONAL RESEARCH AND DEVELOPMENT

While recognizing the desirability and need for programming which meets the special needs of Native children and communities, the Department has neither undertaken the research necessary to determine what in fact are the particular learning styles of the children, nor studied the available research which suggests the programs that would best meet these needs.

Generally speaking, the Department has attempted to graft the educational curriculum and approaches used in the province in which the particular Reserve lies. Attempts have been made at the school level to adapt the curriculum to the local situation, but this has

been at the initiative of the individual school or, in some cases, the individual teacher. There has been no consistent, systematic effort based on sound research.

#### 4. DELIVERY SYSTEM

The "Indian Education Policy Review", now called Phase 1, contains a section detailing program delivery factors associated with education quality. In this analysis five factors are examined; Curriculum and Standards, Facilities, Staff, Staff Support and Supervision, and Student Support. Briefly, the findings show the following:

##### Curriculum and Standards -

- a. little support
- b. lack of specialists for curriculum modification
- c. standardized tests not validated for Natives
- d. no centralized curriculum materials development

##### Facilities -

- a. construction standards inadequate for vocational education, gymnasium, etc.
- b. poor maintenance system
- c. responsibility for maintenance not with education

##### Staff -

- a. difficult working conditions
- b. teacher qualifications may be out of province

- c. limited professional development
- d. teacher orientation depends on community

Staff Support and Supervision -

- a. little central supervision
- b. little teacher development support
- c. funding and isolation prevent upgrading

Student Support -

- a. lack of special education and other central office services
- b. reduction of counsellors
- c. ancillary services reduced
- d. varied degrees of parental involvement

5. DIAND COMPARED TO PROVINCE

The Department has stated to the members of the Alexis Reserve and other Bands, on a number of occasions that it is their intent to provide an educational system comparable to that offered by the Province. However, the same policy review cited above shows that in every area the Province's delivery system is superior to the Department's.

The same paper also states that provincial schools are funded at a higher rate than either Federal schools or Band controlled schools.

Some of the reasons for the superiority of the

provincial delivery system have to do with the nature of a multi-school system as opposed to a number of separate schools. In the provincial system, schools are able to share services such as specialists. The Department has not provided for these needs in Federal schools. This problem has implications on funding for programs which have not been acted on by the Department.

The areas in which the provincial schools and Federal schools are most evenly comparable is in their lack of recognition of the Native child as a student with distinct learning styles and curriculum requirements, the teachers' lack of preparation to teach cross-culturally, low teacher expectations for Native students, and the lack of valid student progress instruments.

#### 6. IMPLICATIONS FOR QUALITY EDUCATION

It is clear that these deficiencies of the Department's system must have negative effects on the quality and outcomes of education offered in Federal schools. The policy review paper analyzes each of the problems and their consequences. For the purpose of this evaluation only those areas relevant to the Alexis Reserve will be summarized.

The failure to adapt or develop curriculum and teaching

techniques for the unique learning needs and styles of Native children has meant that much of what is taught is irrelevant to these childrens' experiences and/or immediate needs. The result of using inappropriate teaching practices has been that Native children are not achieving at the same levels as the provincial norms.

Research does exist to identify the special characteristics of the Native child's learning styles. The same research also demonstrates that achievement increases when the appropriate methods and curriculum are employed.

Failing to support a curriculum development function negatively effects not only student learning, but community support for education as well.

The overall effect of a system which does not recognize through curriculum and technique the uniqueness of the student is poor self-image on the part of the learner. Because it is difficult or impossible for him or her to achieve, the child begins to doubt his own ability. This is compounded when the teacher has low expectations for the student to begin with.

The poor conditions associated with staff at Federal schools has created a situation characterized by high

turnover rates, inadequate training for cross-cultural education and low morale.

Any teacher who is not happy with his or her working conditions or contract finds it difficult to bring to her job the enthusiasm and excitement necessary to motivate children.

The typical Federal school teacher works in the isolation of each particular school. In the Province of Alberta, there is no classroom consultant retained by the DIAND. This is a position considered critical for teachers' professional development and the maintenance of morale. Reductions in funding for orientation and in-service training further isolates the teacher and creates feelings of unimportance and lack of recognition and appreciation.

The policy review states;

"An important indicator of education quality is the extent to which supplemental services are made available to learners. In the case of the Indian community, because of generally poor socio-economic conditions and cultural factors, student support services have an even greater impact on student success."

Studies have shown, the current evaluation included, that there is a high incidence of perceptual problems among Native children. This is true particularly in the areas of auditory and visual perception. Lack of supportive supplemental services, such as special education teachers or learning disabilities specialists, creates the situation in which the classroom teacher is responsible for the remediation of all the special needs of the children, thereby placing a further burden on the teacher and influencing the quality of education on the whole. As a result many of these needs go unremedied.

The hiring of social counselors by band councils can help students in academic and career planning matters to a limited extent, but in most cases these individuals have not received the training required to be effective.

The effect of all these problems associated with Federal schools can be devastating to the individual. Years of failure may leave him or her with undesirable attitudes towards self and society, lack of emotional well-being, low expectations, limited range of job choice, and few options for the future.

Failure of an educational system is not only harmful to the individual's emotional and intellectual development but also places a tremendous financial and social burden

on the Native community and Canadian society as a whole. As the individual members of a community become more highly educated the overall functioning of the community improves, on the grounds that they will become better citizens and thus will improve the quality of collective decision making. conversely, if the educational system fails to encourage the individual, the community functioning will deteriorate.

A social system, if it is to continue from one generation to the next, must teach its young to play the various social roles which are necessary to the functioning of the system. In Canadian society, the formal education process is the primary means by which this goal is accomplished. If education fails to accomplish this task, social unrest and the need for massive social service programs are the results.

There is a clear relationship between years of schooling and occupation and earnings success. An individual's ability to succeed in these areas contributes to the GNP. The unemployment rate among people with only some secondary schooling is twice as high as the rate among high school graduates. Studies of the penitentiary population have shown a higher incidence of individuals with learning disabilities and a lower level of schooling than among the general population. The cost of maintaining the unemployed through UIC and other

subsidisation programs and the cost of maintaining the prison population is extremely high.

The failure of an educational system disrupts the development of the individual, the community and society as a whole. A study of the DIAND publication Indian Conditions: A Survey, shows the extent of the problems facing Native people and the price in human and monetary worth that Canada pays. Poor education cannot be blamed for all these problems, but quality education should be seen as a major part of the solution to these problems.

### III. THE EVALUATION

#### 1. OVERVIEW

The specific terms of reference for the evaluation were developed by the Department of Indian Affairs in consultation with The Alexis Band Council and the Alexis Education Committee.

It was intended that the evaluation be conducted from a community base. This meant that all aspects that comprised the report would reflect the goals, needs, desires and plans of the community, and that community members would actively participate in all phases of the evaluation. - the evaluation would involve the community and speak to its realities.

The purpose of the evaluation has been to provide a report focussing on the following:

- a. Community understanding and direction.
- b. Student performance.
- c. Programming.
- d. Personnel.
- e. Support factors.
- f. Special considerations.

Additionally, the report will examine:

- g. The implications of the findings.
- h. The relation of the D.I.A.N.D. to Native education.
- i. The directions for the future of education on the Alexis Reserve.

Through the consultative process the following parameters were established for the evaluation:

a. Community Understanding and Direction

Through the processes of survey, workshop, interview, observation and assessment of existing materials to identify, assess and provide information as to:

- i. The perception of the purpose and elements of education.
- ii. The role and function of Band Council, Education Committee, parents, students, teachers, D.I.A.N.D., Provincial schools, etc. as they relate to education.
- iii. The relationship of education to the future of the community.
- iv. Any other areas of concern originating with the community such as Reserve Education Policy, Local Control, All Indian vs. Integrated

Education, etc.

b. Student Performance

With regard to students of Alexis in the schools they presently attend, to identify, assess and make recommendations re their performance by:

- i. Assessing test evidence either existing and/or newly-originated including the relevance, merits and understanding and use of achievement testing.
- ii. Determine the extent of Age-Grade retardation and relate the results to achievement performance.
- iii. Compile and assess student mobility factors including transfers in and out, withdrawals and re-registrations.

c. Programming

Examine and assess the curricular and extra-curricular programs in the schools in terms of:

- i. Standards as per the Alberta Curriculum Standards.
- ii. Relevancy of specifics to student success requirements.

- iii. Cultural relevancy.
- iv. Adequacy of material resources.
- v. Relevancy to available facilities.
- vi. Community involvement.
- vii. Future requirements.

d. Personnel

Examine and assess the professional and non-professional instructional staffs with regard to:

- i. Qualifications.
- ii. Demonstrated performance.
- iii. Attitude re Alexander students and community.
- iv. Future requirements.

e. Facilities

Examine and assess existing education facilities in terms of:

- i. Standards as per Alberta and the Government of Canada.
- ii. Relevancy to programs.
- iii. Future requirements.

f. Support Factors

- i. Transportation including safety standards, performance and future requirements.
- ii. Financing of Alexis students, both Federal and Provincial including processes, adequacy and future requirements.
- iii. The executive and administrative delivery systems including Band Council, Education Committee, DIAND, and Provincial schools including processes, roles and functions.

g. Special Considerations

Examine and assess any special considerations which may arise during the course of the evaluation.

h. Organization

The evaluation was conducted under the direction and coordination of the Evaluation Advisory Committee set up for this purpose. The members of the Committee are:

Gladys kyme  
Alexis Band Councilor

Nelson Alexis  
Alexis Band Councilor  
Chairman Alexis Band Education Committee

Dave Schepens  
District Superintendent of Education  
Edmonton/Hobbema District, DIAND

Mary K. Rhombout  
Evaluation Officer  
Evaluation Branch, Corporate Policy, DIAND

Dale Boddy  
Assistant Superintendent of Education  
Lac Ste Anne School District

Debbie Kootenay  
Education Committee Member

Phyllis Mustus  
Education Committee Member

i. Evaluation of Provincial Schools

All evaluation work involving provincial schools would be accomplished through the auspices of the Assistant Superintendent of the Lac Ste Anne School District with Alexis evaluation objectives contained within the regular provincial evaluation procedures. Also there would be a limited number of participant observers on the provincial evaluation team, if necessary. The role of the evaluator vis-a-vis the material provided by the school district.

k. Involvement of Community Members

The evaluators were directed to ensure that the Alexis community was included wherever possible in the process of evaluation. In addition to the Education Committees' participation on the Evaluation Advisory Committee, members of the Alexis Band were to be involved through a sub-contract in conducting survey interviews and assisting in the conducting of community workshops and

evaluation meetings with the Alexis Community. They would be further hired as testers in the schools and counter part evaluation team members.

#### IV. THE FINDINGS

##### 1. COMMUNITY UNDERSTANDING AND DIRECTION

The major method for determining the Community's attitudes was via a community survey. This consisted of 56 questions and was conducted from January through March, 1983. There were a total of 188 questionnaires completed.

Generally, the responses showed satisfaction with the existent educational services and agencies. although 67% of them believed that children were having problems in school. They also showed strong support for a move towards local control of the school. 98% of those surveyed felt that there should be a full time education coordinator on the Reserve.

It is important to note that 81% of those taking the survey had dropped out of school and that the most reasons given were:

- I missed a lot of school (attendance)
- It was boring
- Self image
- Prejudice

The following are the results of the community survey:

(see appendix 3 for community survey)

## 2. STUDENT PERFORMANCE

The tests of student performance were selected with three basic questions in mind:

- a. are the children learning at the present time?
- b. if not, why?
- c. what is suggested to improve education for the children?

Further, the test results would provide a baseline against which future testing could be compared in order to determine the success of new programs and approaches.

A difficulty in evaluating the performance of Native children is that few of the standard achievement tests have been normed for Indian students. In addition, many of these tests are culturally biased towards the majority culture. While these shortcomings of various tests were taken into account in making the selection, other matters required consideration as well. One was that it was felt important that the children should be tested using the same instruments with which they would be tested in the Provincial schools. At times this would mean using tests that were in some way objectionable. Nevertheless, it was felt that valuable information in regards to the questions posed above would be uncovered.

The tests selected were: The Canadian Test of Basic Skills, The Clinical Evaluation of Language Function, Auditory Screening through the Hearing Threshold Test, The Learning styles Inventory and The Purdue Perceptual-Motor Survey. Observations about vision and referrals on vision problems would be done from the Purdue and the vision tests given by the public health nurse.

A summary of the results for each test follows.

#### The Canadian Test of Basic Skills

The CTBS consists of four sub-tests in Language Arts; vocabulary, word analysis, reading and spelling; and two sub-tests in Mathematics; concepts and problems.

The Department of Indian Affairs and the Lac Ste Anne School District agreed to furnish the evaluation with CTBS scores from their 1982 testing programs on Alexis students.

#### GENERAL

It should be noted that the CTBS is culturally biased since a "norm" group does not exist for Native students, therefore test results are difficult to evaluate. However, these tests do provide indications

as to:

1. Are the children learning.
2. Identifying specific problem areas.

#### Test Sample

The test group consisted of 70 Native students from the Alexis Band. The following contains a breakdown by school and grade of the test sample.

School	Grade	Students
Alexis Day School	Grade 2	13
Alexis	Grade 3	12
Onoway	Grade 3	3
Darwell	Grade 3	3
Alexis	Grade 4	8
Onoway	Grade 4	6
Darwell	Grade 4	10
Onoway	Grade 5	9
Darwell	Grade 6	6
	-----	
	TOTAL	70

#### Table Interpretation

Tables 1 through 16 contain the results of the CTBS. The TEST DATE indicates that the tests were given between the months of September through May of 1982. Each Grade has the average developmental level expressed as the number of months ahead (+) or the number of months behind (-) the nominal Grade. Example, if a Grade 4 student wrote the CTBS in the fall and obtained a grade equivalent composite score of 3.0 then, since the nominal grade level at this time of year should be 4.0, this student would be  $(3.0 - 4.0) \times 12$  12 months behind.

Errors are possible whenever the scores are calculated and averaged. However, any error should be minimized by the large sample size.

#### Primary Level CTBS

- see table 1 -

-only Grade 2 from Alexis Day School reported in the Primary level.

-the Grade 2 Class is an average of 6.2 months below grade level.

-no one was at or above the grade level of 2.0.

-Vocabulary is the weakest area averaging at 11.2 months below grade. Work analysis (WA) is next at an average of 7.4 below grade.

-Mathematics skills are near grade level, being only 2.7 months below.

#### Higher Level CTBS

-see Table 02 through 16.

-57 students were tested in this group.

-Among the 57 students, 3 are working at grade level, and one student is well above grade level.

-remaining students are from 1 to 23 months below grade level.

-on the average, the students are 10.7 months behind grade level. (see Composite - Table 16).

-Vocabulary, Language Skills, and Reading are the weakest areas.

-Mathematics is the strongest area. However, the other areas (particularly Vocabulary and Language Skills, where performance is lowest, may be attributable to the fact that Stony is spoken at home and not English.) However, there is still an obvious problem in that the children on Alexis are not learning in their present teaching environment.

School Comparisons: The Composite averages of the children in Grade 3 & 4 from each school is shown below.

Grade 3:	Composite	# in class.
Alexis	-13.8	12.
Darwell	-1.6	3
Onoway	-7.6	3.

Grade 4:

Alexis	-9.2	8.
Darwell	-10.2	10.
Onoway	-9.4	6.

TABLE 01

## CTBS - PRIMARY LEVEL

## GRADE 2

Skill	# of months ahead (+)	# of tests
	months behind (-)	
Li	-6.5	13
WA - Word Analysis	-7.4	13
V - Vocabulary	-11.2	11
R - Reading	-7.0	13
L1 - Spelling	-4.3	13
L2 - Capitalization	-7.4	13
L3 - Punctuation	-6.1	13
L4 - Usage	-9.0	13
L - Language Skills Total Average	-6.4	13
W1 - Visual Materials	-4.3	13
W2 - References	-9.5	13
W - Work Study Skills Total Average	-6.6	13
M1 - Concepts	-5.4	13
M2 - Problems	-0.5	13
M3 - Computation	-1.7	13
M - Mathematics Skills Total Average	-2.7	13
C - Composite	-6.2	13

TABLE 02

## CTBS - VOCABULARY (V)

Test Date - Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-11.8	18
Grade 4	-10.4	24
Grade 5	-21.7	9
Grade 6	-17.0	5
Overall Average	-13.3	56

TABLE 03

## CTBS - READING (R)

Test Date - Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-13.1	18
Grade 4	-10.0	24
Grade 5	-10.1	9
Grade 6	- 7.2	5
Overall Average	-10.8	56

TABLE 04

## CTBS - LANGUAGE SKILLS (L)

L1 - Spelling

Test Date - Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-11.1	18
Grade 4	- 4.7	24
Grade 5	- 2.9	9
Grade 6	-13.2	6
Overall Average	- 7.3	57

TABLE 05

CTBS - LANGUAGE SKILLS (L)  
L2 - Capitalization

Test Date - May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-16.5	18
Grade 4	-12.2	24
Grade 5	-15.2	9
Grade 6	-28.4	6
Overall Average	-15.7	57

TABLE 06

CTBS - LANGUAGE SKILLS  
L3 - Punctuation

Test Date - Sep-May

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	- 9.3	18
Grade 4	-10.6	24
Grade 5	-15.6	9
Grade 6	-15.6	5
Overall Average	-11.4	56

TABLE 07

CTBS - LANGUAGE SKILLS  
L4 - Usage

Test Date - Sep-May

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-13.3	18
Grade 4	-11.9	24
Grade 5	-18.7	9
Grade 6	-22.6	5
Overall Average	-14.4	56

TABLE 08

## CTBS - LANGUAGE SKILLS TOTAL

Test Date Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-11.6	18
Grade 4	- 9.3	24
Grade 5	-12.9	9
Grade 6	-16.8	5
Overall Average	-11.3	56

TABLE 09

CTBS - WORK STUDY SKILLS  
W1 - Visual Materials

Test Date Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-12.3	18
Grade 4	- 6.6	24
Grade 5	-13.7	9
Grade 6	-14.0	5
Overall Average	-10.2	56

TABLE 10

CTBS - WORK STUDY SKILLS  
W2 - References

Test Date Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-11.8	18
Grade 4	- 9.9	24
Grade 5	- 3.0	9
Grade 6	-19.0	5
Overall Average	-10.2	56

TABLE 11

CTBS - WORK STUDY SKILLS  
TOTAL

Test date Sep-May 82

	#Months ahead (+) #Months behind(-)	# of tests
Grade 3	-12.1	18
Grade 4	- 8.2	24
Grade 5	- 7.9	9
Grade 6	-15.6	5
Overall Average	-10.1	56

TABLE 12

CTBS - MATHEMATICS SKILLS  
M1 - Concepts

Test date Sep-May 82

	#Months ahead (+) #Months behind(-)	# of tests
Grade 3	- 9.8	18
Grade 4	-10.3	23
Grade 5	-13.2	9
Grade 6	- 7.2	6
Overall Average	-10.3	56

TABLE 13

CTBS - MATHEMATICS SKILLS  
M2 - Problems

Test date Sep-May 82

	#Months ahead (+) #Months behind(-)	# of tests
Grade 3	- 5.4	18
Grade 4	- 4.5	23
Grade 5	-12.5	9
Grade 6	-16.6	6
Overall Average	- 7.4	56

TABLE 14

CTBS - MATHEMATICS SKILLS  
M3 - Computation

Test Date Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	- 2.9	12
Grade 4	- 5.4	8
Overall Average	- 3.9	20

TABLE 15

CTBS - MATHEMATICS SKILLS  
TOTAL

Test Date Sep-May 82

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	- 6.1	18
Grade 4	- 6.8	23
Grade 5	-12.9	9
Grade 6	-11.8	6
Overall Average	- 8.1	56

TABLE 16

## CTBS - COMPOSITE (C)

	# Months ahead (+) # Months behind(-)	# of tests
Grade 3	-10.9	18
Grade 4	- 9.1	24
Grade 5	-13.1	9
Grade 6	-13.2	5
Overall Average	-10.7	56

## CELF - CLINICAL EVALUATION OF LANGUAGE FUNCTIONS

### PURPOSE OF THE CELF SCREENING TESTS

The general purpose of the CELF Screening Tests, Elementary and Advanced Levels, is to provide a measure for screening the language processing and production abilities of school-aged children over a wide range of grade levels. The screening tests were standardized to assist in the identification of children in Grades K through 12 who may need in-depth assessment of their oral language functions. The screening tests were not designed to provide identification of specific strengths or weaknesses or the degree of impairment in language functions or to diagnose the presence of a language delay or disability. CELF Screening Test scores can be used to identify children for follow-up referral evaluation. When in-depth assessment of a child's language functions is indicated, the Diagnostic Battery of the Clinical Evaluation of Language Functions (CELF) may be used to identify areas of relative strength and weakness and to assist in the diagnosis of the nature and characteristics of a language disability.

## SUMMARY REMARKS

The Detail List of Results contains every student who took the CELF test by Grade within School. Their total score as well as the individual scores for Processing and Production skills are shown together with the statistics representing the percentage (%) of students in the Norm who scored below the score indicated. The number of students having difficulty was determined by those students who scored less than 15% on the total scores, or less than 10% on the individual scores of Processing or Production.

The Elementary version of the test was given to Grades 1 to 4 as well as a few Grade 5 students. It is interesting to note that some of these students who took both the Elementary and Advanced versions did far better on the Advanced test.

As a whole, students did better on the Advanced tests in Grades 5 to 12 than the students in the earlier grades taking the Elementary test.

Processing scores in the Elementary level tests reflected more problems than the Production scores.

(i.e. 46 out of 72 students or 64%, versus 20 out of the students, or 28%).

In the Advanced tests, out of 61 students only 12 students are having some difficulty, 4 with Processing skills or 7%, versus 11 with Production skills or 18%.

The other area of particular interest, is the variation of results between schools. Of the 30 Alexis Day School students, virtually every student is having some difficulty with either Production or Processing skills or both. Of the 59 Onoway students, 19 are showing some problem or 32%. And, at Darwell, 13 of the 41 students or 32% are having difficulty.

Detail List of Results by Grade:

<u>GRADE 1</u>	<u>TOTAL SCORE - %</u>	<u>PROCESSING - %</u>	<u>PRODUCTION - %</u>
Alexis	20/10	14/10	6/16
Alexis	18/7	9/4	9/43
Onoway	26/30	17/23	9/43
Darwell	31/57	21/56	10/53
Darwell	16/6	12/7	4/7
Darwell	21/13	14/10	7/23
Darwell	27/36	16/17	11/66

Student total: 7      Number of students having difficulty - 4.  
(Scoring below 15% on total scores).

GRADE 2

Alexis	25/11	17/9	8/11
Alexis	18/5	10/0	8/11
Alexis	22/8	14/4	8/11
Alexis	16/2	11/1	5/7
Alexis	29/14	17/9	12/57
Alexis	27/13	20/17	7/9
Alexis	28/13	16/7	12/53
Alexis	17/3	8/0	9/15
Alexis	21/7	14/4	7/9
Alexis	18/5	12/2	6/7
Alexis	21/7	11/1	10/24
Alexis	23/6	14/4	9/15
Onoway	32/25	20/17	12/53
Onoway	34/38	22/30	12/53
Onoway	27/13	14/4	13/72
Onoway	38/67	24/48	14/87
Onoway	25/11	16/7	9/15
Darwell	40/79	28/85	12/53
Darwell	33/31	19/13	14/87
Darwell	21/7	12/2	9/15

Student total: 20      Number of students having difficulty - 15.

GRADE 3

Alexis	23/8	16/4	7/7
Alexis	27/14	18/6	9/13
Alexis	21/4	12/0	9/13
Alexis	30/16	18/6	12/32
Alexis	17/0	9/0	8/9
Alexis	24/10	14/2	10/18
Alexis	18/0	10/0	8/9
Alexis	19/1	14/2	5/5
Onoway	40/73	26/66	14/76
Onoway	42/87	29/92	13/50
Onoway	43/93	28/85	15/93
Darwell	43/93	29/92	14/76
Darwell	22/5	14/2	8/9
Darwell	8/0	0/0	88/9

CELF - CLINICAL EVALUATION OF LANGUAGE FUNCTIONS

Detail List GRADE 3 cont.:

	<u>TOTAL SCORE - %</u>	<u>PROCESSING - %</u>	<u>PRODUCTION - %</u>
Darwell	40/73	25/54	15/93
Darwell	42/87	27/76	15/93
Darwell	37/47	22/23	15/93
Darwell	35/35	22/23	13/50
Darwell	29/15	15/3	14/76

Student total: 19    Number of students having difficulty - 11.

GRADE 4

Alexis	25/1	13/0	12/11
Alexis	24/1	15/1	9/3
Alexis	34/9	21/8	13/24
Alexis	19/0	9/0	10/4
Alexis	21/0	9/0	12/11
Alexis	19/0	8/0	11/6
Alexis	33/7	21/8	12/11
Alexis	24/1	14/0	10/4
Onoway	39/34	24/21	15/78
Onoway	39/34	26/44	13/24
Onoway	32/6	22/11	10/4
Onoway	31/5	27/59	14/48
Onoway	30/4	18/3	12/11
Onoway	40/46	26/44	14/48
Onoway	39/34	25/32	14/48
Darwell	35/13	24/21	11/6
Darwell	31/5	19/4	12/11
Darwell	33/7	20/5	13/24
Darwell	35/13	25/32	10/4
Darwell	32/6	20/5	12/11

Student total: 20    Number of students having difficulty - 11.

GRADE 5Elementary test.

Onoway	40/48	26/46	14/46
Onoway	30/0	19/2	11/5
Onoway	33/4	21/4	12/13
Onoway	32/2	20/3	12/13
Onoway	31/1	18/2	13/23
Onoway	35/10	24/21	11/5

Student total: 6    Number of students having difficulty - 5.

GRADE 5Advanced test.

Onoway	35/43	24/27	11/59
Onoway	36/47	28/68	8/22
Onoway	36/47	27/59	9/33

SELF - CLINICAL EVALUATION OF LANGUAGE FUNCTIONS

Detail List GRADE 5 (Advanced test) cont.:

	<u>TOTAL SCORE - %</u>	<u>PROCESSING - %</u>	<u>PRODUCTION - %</u>
Onoway	35/43	25/35	10/44
Onoway	35/43	27/59	8/22
Onoway	42/83	28/68	14/88
Onoway	37/51	25/35	12/71
Onoway	52/99	29/79	13/80
Darwell	31/18	23/22	8/22
Darwell	30/14	25/35	5/4
Darwell	40/75	25/35	15/93
Darwell	38/57	27/59	11/59
Darwell	44/93	29/79	15/93
Darwell	39/66	27/59	12/71
Darwell	31/18	23/22	8/22
Darwell	33/30	23/22	10/44

Student total: 16 Number of students having difficulty - 1.

GRADE 6

Onoway	44/94	30/88	14/93
Onoway	43/90	29/80	14/93
Onoway	29/8	25/32	4/1
Onoway	36/41	25/32	11/55
Onoway	23/2	18/4	5/1
Onoway	42/87	27/56	15/97
Onoway	43/90	31/91	12/69
Onoway	39/66	27/56	12/69
Onoway	42/87	28/69	14/93
Onoway	34/25	26/42	8/16
Onoway	40/74	27/56	13/83
Darwell	40/74	29/80	11/55
Darwell	34/25	24/23	10/38
Darwell	33/20	22/14	11/55
Darwell	37/53	27/56	10/38
Darwell	35/32	25/32	10/38
Darwell	32/18	19/6	13/83
Darwell	40/74	28/69	12/69

Student total: 18 Number having difficulty - 3.

GRADE 7

Onoway	38/39	27/44	11/37
Onoway	24/1	21/6	3/0
Onoway	30/4	23/12	7/2
Onoway	34/16	29/68	5/0
Onoway	45/93	31/94	14/82
Darwell	38/39	24/17	14/82
Darwell	34/15	24/17	10/23
Darwell	36/26	26/34	10/23

Student total: 8 Number having difficulty - 3.

CELF - CLINICAL EVALUATION OF LANGUAGE FUNCTIONS

Detail List cont.:

<u>GRADE 8</u>	<u>TOTAL SCORE - %</u>	<u>PROCESSING - %</u>	<u>PRODUCTION - %</u>
Onoway	33/11	26/32	7/2
Onoway	44/89	29/72	15/91
Onoway	34/15	28/59	6/1
Onoway	31/7	24/20	7/2
Onoway	38/38	28/59	10/22
Onoway	38/38	26/32	12/49
Onoway	45/93	31/92	14/80
Darwell	40/58	26/32	14/80
Darwell	32/8	25/25	7/2
Darwell	39/46	28/59	11/35

Student total: 10      Number having difficulty - 4.

GRADE 9

Onoway	40/38	30/65	10/10
Onoway	43/61	30/65	13/57
Onoway	45/82	28/39	17/95

Student total: 3      Number having difficulty - 0.

GRADE 10

Onoway	37/11	29/44	8/3
Onoway	38/16	23/3	15/80
Onoway	39/24	28/32	11/16
Onoway	44/66	29/44	15/80
Onoway	41/36	27/24	14/64

Student total: 5      Number having difficulty - 1.

GRADE 12

Onoway	43/48	31/70	12/27
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Student total: 1      Number having difficulty - 0.

Total students: 131. Total number of students having some difficulty either with Processing or Production skills or both: 58, or 44%.

## Purdue Perceptual-Motor Survey

The Purdue is a wide ranging screen of perceptual and motor development consisting of subtests in balance and posture, body image and differentiation, perceptual-motor match, ocular control and form perception. Scores are expressed on a numerical scale from 1 to 4; 1 being inability to accomplish a task after several attempts and 4 being successful completion of the task.

An overview of the population by grade levels shows that the children are within the average range of development. There are notable exceptions to this:

### REVIEW OF STATISTICS GENERATED FROM "PURDUE PERCEPTUAL MOTOR" SURVEY FOR THE ALEXIS RESERVE.

The Prdue tests are mainly used to identify "individual" problems related to motor skills. However, it is also possible to look the "average" or overall performance of a group (such as a grade) in comparison to the Purdue Norm.

The following questions should be answered from the stats:

1. As a group, are there any areas (items) of concern?
2. As a group, what items are excelled in?
3. What grades are doing the best?
4. How many individuals are having problems? In what areas?

How the group was evaluated?

Each grade average for each item was compared to the Purdue Norm. This will give an overall (average) analysis, but will not indicate how many students are in trouble.

This will help identify an overall problem area by item.

How the individual was evaluated?

The statistics also show the number of students by grade and by item, broken down into the number that scored either 1, 2, 3, or 4. These counts will help determine which areas most students are having difficulty.

Results of the tests:

NOTE: Grade 5 not included in analysis.

NOTE: No Purdue means could be found for convergence.

NOTE: Rhythm tests were not given to Grade 1.

As a group (all schools):

Where underachievement is considered as performance of  
-0.1 and below the Purdue Norm.

Grade 1 underachieved in 2 items.

Grade 2 underachieved in 8 items.

Grade 3 underachieved in 8 items.

Grade 4 underachieved in 3 items.

As a group (all schools), the students had most  
problems with:

Kraus-Weber

Angels-in-the-snow

Chalkboard: circle

Chalkboard: Double-Circle

Rhythmic Writing: Reproduction

Rhythmic Writing: Orientation

Ocular Pursuits: Both eyes

Ocular Pursuits: right eye

Ocular Pursuits: left eye

Visual forms: Form.

As a group (all schools), the areas with good  
performance (NOTE: Choosing all items where no one  
grade had a difference between scored and Purdue  
averages of -0.1).

Walking board: Backward

Jumping

Identification of body parts

Imitation of movement

Obstacle course (\* very good)

Chalkboard: Lateral line

Chalkboard: Vertical line

Visual Forms: Organization (\* excelled).

Individual Analysis:

(Item where 6 or more students (all schools), had a test score of 1.

Identification of body parts (6)

Angels-in-the-snow (11)

Chalkboard: Double circle (10)

Ocular Pursuits: Both eyes (8)

Ocular Pursuits: Right eye (11)

Ocular Pursuits: Left eye (14)

Ocular Pursuits: Convergence (7)

Visual Forms: Form (20)

Visual Forms: Organization (8).

School Comparison:

The same statistical reports were produced for the Alexis school Students only, and for all other schools.

The Alexis school is definitely below the other schools.

In general, Alexis students performed worse in items:

Walking board: Backward

Walking board: Sidewise

Jumping

Identification of Body Parts

Chalkboard: Circle

Ocular Pursuits: Both eyes

Ocular Pursuits: Right eye

Ocular Pursuits: Left eye.

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
ALEXIS SCHOOL

TOTAL SURVEYED: 43

## QUESTION: WALKING BOARD: FORWARD

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 3	0( 0%)	1( 8%)	7( 63%)	3( 37%)	0( 0%)
SCORE OF 4	12(100%)	11( 91%)	4( 36%)	5( 62%)	0( 0%)
STD. MEAN	3.46	3.66	3.7	3.72	3.72
SCORED MEAN	4	3.91	3.36	3.62	0
DIFFERENCE	0.54	0.25	-0.34	-0.1	-3.72

## QUESTION: WALKING BOARD: BACKWARD

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	1( 8%)	0( 0%)	0( 0%)	1( 12%)	0( 0%)
SCORE OF 2	3( 25%)	0( 0%)	2( 18%)	1( 12%)	0( 0%)
SCORE OF 3	7( 58%)	5( 41%)	8( 72%)	5( 62%)	0( 0%)
SCORE OF 4	1( 8%)	7( 58%)	1( 9%)	1( 12%)	0( 0%)
STD. MEAN	2.52	2.88	3.06	3.3	3.3
SCORED MEAN	2.66	3.58	2.9	2.75	0
DIFFERENCE	0.14	0.7	-0.16	-0.55	-3.3

## QUESTION: WALKING BOARD: SIDEWISE

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	0( 0%)	2( 18%)	1( 12%)	0( 0%)
SCORE OF 3	4( 33%)	4( 33%)	7( 63%)	5( 62%)	0( 0%)
SCORE OF 4	8( 66%)	8( 66%)	2( 18%)	2( 25%)	0( 0%)
STD. MEAN	2.92	3.2	3.28	3.4	3.4
SCORED MEAN	3.66	3.66	3	3.12	0
DIFFERENCE	0.74	0.46	-0.28	-0.28	-3.4

## QUESTION: JUMPING

	GR1(12)	GR2(12)	GR3(11)	GR4( 7)	GR5( 0)
SCORE OF 1	0( 0%)	1( 8%)	2( 18%)	0( 0%)	0( 0%)
SCORE OF 2	3( 25%)	3( 25%)	4( 36%)	3( 42%)	0( 0%)
SCORE OF 3	6( 50%)	4( 33%)	3( 27%)	2( 28%)	0( 0%)
SCORE OF 4	3( 25%)	4( 33%)	2( 18%)	2( 28%)	0( 0%)
STD. MEAN	2.46	2.52	2.9	2.88	2.88
SCORED MEAN	3	2.91	2.45	2.85	0
DIFFERENCE	0.54	0.39	-0.45	-0.03	-2.88

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 43

SCORE COUNT AND PERCENTAGES

ALEXIS SCHOOL

## QUESTION: IDENTIFICATION OF BODY PARTS

	GR1(12)	GR2(12)	GR3(11)	GR4( 7)	GR5( 0)
SCORE OF 1	3( 25%)	0( 0%)	1( 9%)	1( 14%)	0( 0%)
SCORE OF 2	2( 16%)	2( 16%)	3( 27%)	1( 14%)	0( 0%)
SCORE OF 3	4( 33%)	7( 58%)	4( 36%)	1( 14%)	0( 0%)
SCORE OF 4	3( 25%)	3( 25%)	3( 27%)	4( 57%)	0( 0%)
STD. MEAN	2.48	2.86	3.2	3.42	3.42
SCORED MEAN	2.58	3.08	2.81	3.14	0
DIFFERENCE	0.1	0.22	-0.39	-0.28	-3.42

## QUESTION: IMITATION OF MOVEMENT

	GR1(12)	GR2(12)	GR3(11)	GR4( 7)	GR5( 0)
SCORE OF 1	1( 8%)	1( 8%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	2( 16%)	2( 16%)	1( 9%)	0( 0%)	0( 0%)
SCORE OF 3	5( 41%)	4( 33%)	5( 45%)	0( 0%)	0( 0%)
SCORE OF 4	4( 33%)	5( 41%)	5( 45%)	7(100%)	0( 0%)
STD. MEAN	2.68	2.82	2.96	3.22	3.22
SCORED MEAN	3	3.08	3.36	4	0
DIFFERENCE	0.32	0.26	0.4	0.78	-3.22

## QUESTION: OBSTACLE COURSE

	GR1(12)	GR2(12)	GR3(10)	GR4( 7)	GR5( 0)
SCORE OF 1	0( 0%)	1( 8%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	1( 8%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 3	3( 25%)	2( 16%)	1( 10%)	1( 14%)	0( 0%)
SCORE OF 4	8( 66%)	9( 75%)	9( 90%)	6( 85%)	0( 0%)
STD. MEAN	3	3.3	3.18	3.56	3.56
SCORED MEAN	3.58	3.58	3.9	3.85	0
DIFFERENCE	0.58	0.28	0.72	0.29	-3.56

## QUESTION: KRAUS-WEBER

	GR1(12)	GR2(12)	GR3(10)	GR4( 8)	GR5( 0)
SCORE OF 1	1( 8%)	1( 8%)	1( 10%)	0( 0%)	0( 0%)
SCORE OF 2	2( 16%)	4( 33%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 3	3( 25%)	2( 16%)	1( 10%)	1( 12%)	0( 0%)
SCORE OF 4	6( 50%)	5( 41%)	8( 80%)	7( 87%)	0( 0%)
STD. MEAN	3.5	3.62	3.5	3.82	3.82
SCORED MEAN	3.16	2.91	3.6	3.87	0
DIFFERENCE	-0.34	-0.71	0.1	0.05	-3.82

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 43

SCORE COUNT AND PERCENTAGES

ALEXIS SCHOOL

## QUESTION: ANGELS-IN-THE-SNOW

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	1( 8%)	2( 16%)	3( 27%)	0( 0%)	0( 0%)
SCORE OF 2	4( 33%)	3( 25%)	2( 18%)	3( 37%)	0( 0%)
SCORE OF 3	4( 33%)	5( 41%)	4( 36%)	2( 25%)	0( 0%)
SCORE OF 4	3( 25%)	2( 16%)	2( 18%)	3( 37%)	0( 0%)
STD. MEAN	2.24	2.6	2.7	2.54	2.54
SCORED MEAN	2.75	2.58	2.45	3	0
DIFFERENCE	0.51	-0.02	-0.25	0.46	-2.54

## QUESTION: CHALKBOARD: CIRCLE

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	2( 16%)	1( 8%)	1( 9%)	0( 0%)	0( 0%)
SCORE OF 2	5( 41%)	3( 25%)	1( 9%)	0( 0%)	0( 0%)
SCORE OF 3	4( 33%)	4( 33%)	4( 36%)	3( 37%)	0( 0%)
SCORE OF 4	1( 8%)	4( 33%)	5( 45%)	5( 62%)	0( 0%)
STD. MEAN	3	3.18	3.38	3.48	3.48
SCORED MEAN	2.33	2.91	3.18	3.62	0
DIFFERENCE	-0.67	-0.27	-0.2	0.14	-3.48

## QUESTION: CHALKBOARD: DOUBLE CIRCLE

	GR1(12)	GR2(12)	GR3(10)	GR4( 8)	GR5( 0)
SCORE OF 1	4( 33%)	3( 25%)	1( 10%)	0( 0%)	0( 0%)
SCORE OF 2	6( 50%)	4( 33%)	5( 50%)	2( 25%)	0( 0%)
SCORE OF 3	2( 16%)	2( 16%)	4( 40%)	4( 50%)	0( 0%)
SCORE OF 4	0( 0%)	3( 25%)	0( 0%)	2( 25%)	0( 0%)
STD. MEAN	2.12	2.5	2.84	2.82	2.82
SCORED MEAN	1.83	2.41	2.3	3	0
DIFFERENCE	-0.29	-0.09	-0.54	0.18	-2.82

## QUESTION: CHALKBOARD: LATERAL CIRCLE

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	1( 8%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	1( 8%)	1( 8%)	1( 9%)	1( 12%)	0( 0%)
SCORE OF 3	4( 33%)	3( 25%)	3( 27%)	2( 25%)	0( 0%)
SCORE OF 4	6( 50%)	8( 66%)	7( 63%)	5( 62%)	0( 0%)
STD. MEAN	3	3.22	3.48	3.62	3.62
SCORED MEAN	3.25	3.58	3.54	3.5	0
DIFFERENCE	0.25	0.36	0.06	-0.12	-3.62

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 43

## SCORE COUNT AND PERCENTAGES

ALEXIS SCHOOL

## QUESTION: CHALKBOARD: VERTICAL LINE

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	0( 0%)	3( 25%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	2( 16%)	3( 27%)	0( 0%)	0( 0%)
SCORE OF 3	5( 41%)	1( 8%)	3( 27%)	4( 50%)	0( 0%)
SCORE OF 4	7( 58%)	6( 50%)	5( 45%)	4( 50%)	0( 0%)
STD. MEAN	2.86	3	3.18	3.34	3.34
SCORED MEAN	3.58	2.83	3.18	3.5	0
DIFFERENCE	0.72	-0.17	0	0.16	-3.34

## QUESTION: RHYTHMIC WRITING: RHYTHM

	GR1( 0)	GR2( 7)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	0( 0%)	1( 14%)	1( 9%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	3( 42%)	2( 18%)	1( 12%)	0( 0%)
SCORE OF 3	0( 0%)	2( 28%)	3( 27%)	1( 12%)	0( 0%)
SCORE OF 4	0( 0%)	1( 14%)	5( 45%)	6( 75%)	0( 0%)
STD. MEAN	2.14	2.7	2.82	3.32	3.32
SCORED MEAN	0	2.42	3.09	3.62	0
DIFFERENCE	-2.14	-0.28	0.27	0.3	-3.32

## QUESTION: RHYTHMIC WRITING: REPRODUCTION

	GR1( 0)	GR2( 7)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	0( 0%)	1( 14%)	1( 9%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	6( 85%)	2( 18%)	3( 37%)	0( 0%)
SCORE OF 3	0( 0%)	0( 0%)	8( 72%)	4( 50%)	0( 0%)
SCORE OF 4	0( 0%)	0( 0%)	0( 0%)	1( 12%)	0( 0%)
STD. MEAN	1.78	2.32	2.88	3.08	3.08
SCORED MEAN	0	1.85	2.63	2.75	0
DIFFERENCE	-1.78	-0.47	-0.25	-0.33	-3.08

## QUESTION: RHYTHMIC WRITING: ORIENTATION

	GR1( 0)	GR2( 7)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	0( 0%)	0( 0%)	1( 9%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	4( 57%)	2( 18%)	1( 12%)	0( 0%)
SCORE OF 3	0( 0%)	2( 28%)	3( 27%)	4( 50%)	0( 0%)
SCORE OF 4	0( 0%)	1( 14%)	5( 45%)	3( 37%)	0( 0%)
STD. MEAN	2.36	2.84	3.14	3.32	3.32
SCORED MEAN	0	2.57	3.09	3.25	0
DIFFERENCE	-2.36	-0.27	-0.05	-0.07	-3.32

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
ALEXIS SCHOOL

TOTAL SURVEYED: 43

## QUESTION: OCULAR PURSUITS: BOTH EYES

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	1( 8%)	2( 16%)	2( 18%)	2( 25%)	0( 0%)
SCORE OF 2	3( 25%)	4( 33%)	2( 18%)	3( 37%)	0( 0%)
SCORE OF 3	4( 33%)	3( 25%)	5( 45%)	2( 25%)	0( 0%)
SCORE OF 4	4( 33%)	3( 25%)	2( 18%)	1( 12%)	0( 0%)
STD. MEAN	2.49	2.98	2.73	3.15	3.15
SCORED MEAN	2.91	2.58	2.63	2.25	0
DIFFERENCE	0.42	-0.4	-0.1	-0.9	-3.15

## QUESTION: OCULAR PURSUITS: RIGHT EYE

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	1( 8%)	2( 16%)	1( 9%)	2( 25%)	0( 0%)
SCORE OF 2	3( 25%)	5( 41%)	6( 54%)	3( 37%)	0( 0%)
SCORE OF 3	5( 41%)	2( 16%)	3( 27%)	2( 25%)	0( 0%)
SCORE OF 4	3( 25%)	3( 25%)	1( 9%)	1( 12%)	0( 0%)
STD. MEAN	2.14	2.76	2.56	2.87	2.87
SCORED MEAN	2.83	2.5	2.36	2.25	0
DIFFERENCE	0.69	-0.26	-0.2	-0.62	-2.87

## QUESTION: OCULAR PURSUITS: LEFT EYE

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	2( 16%)	4( 33%)	2( 18%)	2( 25%)	0( 0%)
SCORE OF 2	4( 33%)	3( 25%)	3( 27%)	4( 50%)	0( 0%)
SCORE OF 3	3( 25%)	3( 25%)	6( 54%)	1( 12%)	0( 0%)
SCORE OF 4	3( 25%)	2( 16%)	0( 0%)	1( 12%)	0( 0%)
STD. MEAN	2	2.72	2.66	2.96	2.96
SCORED MEAN	2.58	2.25	2.36	2.12	0
DIFFERENCE	0.58	-0.47	-0.3	-0.84	-2.96

## QUESTION: OCULAR PURSUITS: CONVERGENCE

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	0( 0%)	2( 16%)	1( 9%)	1( 12%)	0( 0%)
SCORE OF 2	5( 41%)	7( 58%)	3( 27%)	1( 12%)	0( 0%)
SCORE OF 3	1( 8%)	1( 8%)	4( 36%)	4( 50%)	0( 0%)
SCORE OF 4	6( 50%)	2( 16%)	3( 27%)	2( 25%)	0( 0%)
STD. MEAN	0	0	0	0	0
SCORED MEAN	3.08	2.25	2.81	2.87	0
DIFFERENCE	3.08	2.25	2.81	2.87	0

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
ALEXIS SCHOOL

TOTAL SURVEYED: 43

## QUESTION: VISUAL FORMS: FORM

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	2( 16%)	5( 41%)	2( 18%)	2( 25%)	0( 0%)
SCORE OF 2	8( 66%)	4( 33%)	7( 63%)	4( 50%)	0( 0%)
SCORE OF 3	1( 8%)	3( 25%)	2( 18%)	2( 25%)	0( 0%)
SCORE OF 4	1( 8%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
STD. MEAN	1.94	2.28	2.22	2.26	2.26
SCORED MEAN	2.08	1.83	2	2	0
DIFFERENCE	0.14	-0.45	-0.22	-0.26	-2.26

## QUESTION: VISUAL FORMS: ORGANIZATION

	GR1(12)	GR2(12)	GR3(11)	GR4( 8)	GR5( 0)
SCORE OF 1	2( 16%)	1( 8%)	1( 9%)	0( 0%)	0( 0%)
SCORE OF 2	3( 25%)	2( 16%)	1( 9%)	1( 12%)	0( 0%)
SCORE OF 3	2( 16%)	5( 41%)	2( 18%)	0( 0%)	0( 0%)
SCORE OF 4	5( 41%)	4( 33%)	7( 63%)	7( 87%)	0( 0%)
STD. MEAN	2	2.2	2.56	2.9	2.9
SCORED MEAN	2.83	3	3.36	3.75	0
DIFFERENCE	0.83	0.8	0.8	0.85	-2.9

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 35

SCORE COUNT AND PERCENTAGES

OTHER SCHOOLS

## QUESTION: WALKING BOARD: FORWARD

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(12)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	1( 20%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 3	3( 42%)	1( 20%)	3( 37%)	1( 8%)	0( 0%)
SCORE OF 4	4( 57%)	3( 60%)	5( 62%)	11( 91%)	2(100%)
STD. MEAN	3.46	3.66	3.7	3.72	3.72
SCORED MEAN	3.57	3.4	3.62	3.91	4
DIFFERENCE	0.11	-0.26	-0.08	0.19	0.28

## QUESTION: WALKING BOARD: BACKWARD

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(12)	GR5( 1)
SCORE OF 1	1( 14%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	1( 14%)	2( 40%)	1( 12%)	0( 0%)	0( 0%)
SCORE OF 3	3( 42%)	1( 20%)	2( 25%)	3( 25%)	0( 0%)
SCORE OF 4	2( 28%)	2( 40%)	5( 62%)	9( 75%)	1(100%)
STD. MEAN	2.52	2.88	3.06	3.3	3.3
SCORED MEAN	2.85	3	3.5	3.75	4
DIFFERENCE	0.33	0.12	0.44	0.45	0.7

## QUESTION: WALKING BOARD: SIDEWISE

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(12)	GR5( 1)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	2( 28%)	0( 0%)	1( 12%)	0( 0%)	0( 0%)
SCORE OF 3	1( 14%)	0( 0%)	2( 25%)	4( 33%)	0( 0%)
SCORE OF 4	4( 57%)	5(100%)	5( 62%)	8( 66%)	1(100%)
STD. MEAN	2.92	3.2	3.28	3.4	3.4
SCORED MEAN	3.28	4	3.5	3.66	4
DIFFERENCE	0.36	0.8	0.22	0.26	0.6

## QUESTION: JUMPING

	GR1( 6)	GR2( 6)	GR3( 8)	GR4(12)	GR5( 2)
SCORE OF 1	1( 16%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	2( 33%)	3( 50%)	0( 0%)	2( 16%)	1( 50%)
SCORE OF 3	3( 50%)	1( 16%)	4( 50%)	3( 25%)	0( 0%)
SCORE OF 4	0( 0%)	2( 33%)	4( 50%)	7( 58%)	1( 50%)
STD. MEAN	2.46	2.52	2.9	2.88	2.88
SCORED MEAN	2.33	2.83	3.5	3.41	3
DIFFERENCE	-0.13	0.31	0.6	0.53	0.12

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
OTHER SCHOOLS

TOTAL SURVEYED: 35

## QUESTION: IDENTIFICATION OF BODY PARTS

	GR1( 7)	GR2( 6)	GR3( 8)	GR4(12)	GR5( 2)
SCORE OF 1	1( 14%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	1( 14%)	0( 0%)	0( 0%)	1( 8%)	1( 50%)
SCORE OF 3	1( 14%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 4	4( 57%)	6(100%)	8(100%)	11( 91%)	1( 50%)
STD. MEAN	2.48	2.86	3.2	3.42	3.42
SCORED MEAN	3.14	4	4	3.83	3
DIFFERENCE	0.66	1.14	0.8	0.41	-0.42

## QUESTION: IMITATION OF MOVEMENT

	GR1( 7)	GR2( 6)	GR3( 8)	GR4(12)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	3( 42%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 3	3( 42%)	2( 33%)	4( 50%)	1( 8%)	0( 0%)
SCORE OF 4	1( 14%)	4( 66%)	4( 50%)	11( 91%)	2(100%)
STD. MEAN	2.68	2.82	2.96	3.22	3.22
SCORED MEAN	2.71	3.66	3.5	3.91	4
DIFFERENCE	0.03	0.84	0.54	0.69	0.78

## QUESTION: OBSTACLE COURSE

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(12)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	1( 14%)	1( 20%)	0( 0%)	1( 8%)	0( 0%)
SCORE OF 3	2( 28%)	0( 0%)	1( 12%)	1( 8%)	0( 0%)
SCORE OF 4	4( 57%)	4( 80%)	7( 87%)	10( 83%)	2(100%)
STD. MEAN	3	3.3	3.18	3.56	3.56
SCORED MEAN	3.42	3.6	3.87	3.75	4
DIFFERENCE	0.42	0.3	0.69	0.19	0.44

## QUESTION: KRAUS-WEBER

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(12)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	1( 12%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	0( 0%)	1( 12%)	1( 8%)	0( 0%)
SCORE OF 3	2( 28%)	2( 40%)	2( 25%)	0( 0%)	0( 0%)
SCORE OF 4	5( 71%)	3( 60%)	4( 50%)	11( 91%)	2(100%)
STD. MEAN	3.5	3.62	3.5	3.82	3.82
SCORED MEAN	3.71	3.6	3.12	3.83	4
DIFFERENCE	0.21	-0.02	-0.38	0.01	0.18

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 35

SCORE COUNT AND PERCENTAGES

OTHER SCHOOLS

QUESTION: ANGELS-IN-THE-SNOW

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(12)	GR5( 2)
SCORE OF 1	2( 28%)	1( 20%)	1( 12%)	1( 8%)	0( 0%)
SCORE OF 2	4( 57%)	2( 40%)	3( 37%)	2( 16%)	0( 0%)
SCORE OF 3	1( 14%)	1( 20%)	3( 37%)	4( 33%)	2(100%)
SCORE OF 4	0( 0%)	1( 20%)	1( 12%)	5( 41%)	0( 0%)
STD. MEAN	2.24	2.6	2.7	2.54	2.54
SCORED MEAN	1.85	2.4	2.5	3.08	3
DIFFERENCE	-0.39	-0.2	-0.2	0.54	0.46

QUESTION: CHALKBOARD: CIRCLE

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	3( 42%)	0( 0%)	1( 12%)	1( 9%)	0( 0%)
SCORE OF 3	3( 42%)	2( 40%)	1( 12%)	1( 9%)	2(100%)
SCORE OF 4	1( 14%)	3( 60%)	6( 75%)	9( 81%)	0( 0%)
STD. MEAN	3	3.18	3.38	3.48	3.48
SCORED MEAN	2.71	3.6	3.62	3.72	3
DIFFERENCE	-0.29	0.42	0.24	0.24	-0.48

QUESTION: CHALKBOARD: DOUBLE CIRCLE

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	1( 16%)	0( 0%)	0( 0%)	1( 9%)	1( 50%)
SCORE OF 2	2( 33%)	3( 60%)	1( 12%)	3( 27%)	0( 0%)
SCORE OF 3	2( 33%)	1( 20%)	2( 25%)	2( 18%)	0( 0%)
SCORE OF 4	1( 16%)	1( 20%)	5( 62%)	5( 45%)	1( 50%)
STD. MEAN	2.12	2.5	2.84	2.82	2.82
SCORED MEAN	2.5	2.6	3.5	3	2.5
DIFFERENCE	0.38	0.1	0.66	0.18	-0.32

QUESTION: CHALKBOARD: LATERAL CIRCLE

	GR1( 7)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	1( 20%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	2( 28%)	1( 20%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 3	1( 14%)	0( 0%)	1( 12%)	4( 36%)	1( 50%)
SCORE OF 4	4( 57%)	3( 60%)	7( 87%)	7( 63%)	1( 50%)
STD. MEAN	3	3.22	3.48	3.62	3.62
SCORED MEAN	3.28	3	3.87	3.63	3.5
DIFFERENCE	0.28	-0.22	0.39	0.01	-0.12

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
OTHER SCHOOLS

TOTAL SURVEYED: 35

## QUESTION: CHALKBOARD: VERTICAL LINE

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	3( 50%)	0( 0%)	1( 12%)	2( 18%)	0( 0%)
SCORE OF 3	0( 0%)	1( 20%)	0( 0%)	5( 45%)	1( 50%)
SCORE OF 4	3( 50%)	4( 80%)	7( 87%)	4( 36%)	1( 50%)
STD. MEAN	2.86	3	3.18	3.34	3.34
SCORED MEAN	3	3.8	3.75	3.18	3.5
DIFFERENCE	0.14	0.8	0.57	-0.16	0.16

## QUESTION: RHYTHMIC WRITING: RHYTHM

	GR1( 0)	GR2( 2)	GR3( 7)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	1( 14%)	0( 0%)	1( 50%)
SCORE OF 2	0( 0%)	1( 50%)	1( 14%)	0( 0%)	0( 0%)
SCORE OF 3	0( 0%)	1( 50%)	3( 42%)	1( 9%)	0( 0%)
SCORE OF 4	0( 0%)	0( 0%)	2( 28%)	10( 90%)	1( 50%)
STD. MEAN	2.14	2.7	2.82	3.32	3.32
SCORED MEAN	0	2.5	2.85	3.9	2.5
DIFFERENCE	-2.14	-0.2	0.03	0.58	-0.82

## QUESTION: RHYTHMIC WRITING: REPRODUCTION

	GR1( 0)	GR2( 2)	GR3( 7)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	1( 50%)	1( 14%)	0( 0%)	1( 50%)
SCORE OF 2	0( 0%)	1( 50%)	3( 42%)	1( 9%)	0( 0%)
SCORE OF 3	0( 0%)	0( 0%)	0( 0%)	7( 63%)	0( 0%)
SCORE OF 4	0( 0%)	0( 0%)	3( 42%)	3( 27%)	1( 50%)
STD. MEAN	1.78	2.32	2.88	3.08	3.08
SCORED MEAN	0	1.5	2.71	3.18	2.5
DIFFERENCE	-1.78	-0.82	-0.17	0.1	-0.58

## QUESTION: RHYTHMIC WRITING: ORIENTATION

	GR1( 0)	GR2( 2)	GR3( 7)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	1( 14%)	0( 0%)	1( 50%)
SCORE OF 2	0( 0%)	1( 50%)	1( 14%)	1( 9%)	0( 0%)
SCORE OF 3	0( 0%)	0( 0%)	3( 42%)	3( 27%)	0( 0%)
SCORE OF 4	0( 0%)	1( 50%)	2( 28%)	7( 63%)	1( 50%)
STD. MEAN	2.36	2.84	3.14	3.32	3.32
SCORED MEAN	0	3	2.85	3.54	2.5
DIFFERENCE	-2.36	0.16	-0.29	0.22	-0.82

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 35

SCORE COUNT AND PERCENTAGES

OTHER SCHOOLS

## QUESTION: OCULAR PURSUITS: BOTH EYES

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	1( 20%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	2( 33%)	0( 0%)	2( 25%)	1( 9%)	0( 0%)
SCORE OF 3	3( 50%)	2( 40%)	3( 37%)	4( 36%)	2(100%)
SCORE OF 4	1( 16%)	2( 40%)	3( 37%)	6( 54%)	0( 0%)
STD. MEAN	2.49	2.98	2.73	3.15	3.15
SCORED MEAN	2.83	3	3.12	3.45	3
DIFFERENCE	0.34	0.02	0.39	0.3	-0.15

## QUESTION: OCULAR PURSUITS: RIGHT EYE

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	1( 16%)	1( 20%)	2( 25%)	1( 9%)	0( 0%)
SCORE OF 2	3( 50%)	0( 0%)	2( 25%)	4( 36%)	0( 0%)
SCORE OF 3	2( 33%)	2( 40%)	4( 50%)	2( 18%)	2(100%)
SCORE OF 4	0( 0%)	2( 40%)	0( 0%)	4( 36%)	0( 0%)
STD. MEAN	2.14	2.76	2.56	2.87	2.87
SCORED MEAN	2.16	3	2.25	2.81	3
DIFFERENCE	0.02	0.24	-0.31	-0.06	0.13

## QUESTION: OCULAR PURSUITS: LEFT EYE

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	1( 16%)	1( 20%)	2( 25%)	0( 0%)	0( 0%)
SCORE OF 2	2( 33%)	1( 20%)	2( 25%)	4( 36%)	2(100%)
SCORE OF 3	3( 50%)	2( 40%)	2( 25%)	2( 18%)	0( 0%)
SCORE OF 4	0( 0%)	1( 20%)	2( 25%)	5( 45%)	0( 0%)
STD. MEAN	2	2.72	2.66	2.96	2.96
SCORED MEAN	2.33	2.6	2.5	3.09	2
DIFFERENCE	0.33	-0.12	-0.16	0.13	-0.96

## QUESTION: OCULAR PURSUITS: CONVERGENCE

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	0( 0%)	1( 20%)	1( 12%)	1( 9%)	0( 0%)
SCORE OF 2	4( 66%)	1( 20%)	2( 25%)	3( 27%)	0( 0%)
SCORE OF 3	1( 16%)	0( 0%)	1( 12%)	0( 0%)	0( 0%)
SCORE OF 4	1( 16%)	3( 60%)	4( 50%)	7( 63%)	2(100%)
STD. MEAN	0	0	0	0	0
SCORED MEAN	2.5	3	3	3.18	4
DIFFERENCE	2.5	3	3	3.18	4

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
OTHER SCHOOLS

TOTAL SURVEYED: 35

## QUESTION: VISUAL FORMS: FORM

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	1( 16%)	3( 60%)	4( 50%)	1( 9%)	0( 0%)
SCORE OF 2	5( 83%)	2( 40%)	1( 12%)	3( 27%)	2(100%)
SCORE OF 3	0( 0%)	0( 0%)	1( 12%)	4( 36%)	0( 0%)
SCORE OF 4	0( 0%)	0( 0%)	2( 25%)	3( 27%)	0( 0%)
STD. MEAN	1.94	2.28	2.22	2.26	2.26
SCORED MEAN	1.83	1.4	2.12	2.81	2
DIFFERENCE	-0.11	-0.88	-0.1	0.55	-0.26

## QUESTION: VISUAL FORMS: ORGANIZATION

	GR1( 6)	GR2( 5)	GR3( 8)	GR4(11)	GR5( 2)
SCORE OF 1	2( 33%)	0( 0%)	2( 25%)	0( 0%)	1( 50%)
SCORE OF 2	0( 0%)	0( 0%)	1( 12%)	1( 9%)	0( 0%)
SCORE OF 3	2( 33%)	0( 0%)	0( 0%)	1( 9%)	0( 0%)
SCORE OF 4	2( 33%)	5(100%)	5( 62%)	9( 81%)	1( 50%)
STD. MEAN	2	2.2	2.56	2.9	2.9
SCORED MEAN	2.66	4	3	3.72	2.5
DIFFERENCE	0.66	1.8	0.44	0.82	-0.4

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
ALL SCHOOLS

TOTAL SURVEYED: 78

## QUESTION: WALKING BOARD: FORWARD

	GR1(19)	GR2(17)	GR3(19)	GR4(20)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	0( 0%)	1( 5%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 3	3( 15%)	2( 11%)	10( 52%)	4( 20%)	0( 0%)
SCORE OF 4	16( 84%)	14( 82%)	9( 47%)	16( 80%)	2(100%)
STD. MEAN	3.46	3.66	3.7	3.72	3.72
SCORED MEAN	3.84	3.76	3.47	3.8	4
DIFFERENCE	0.38	0.1	-0.23	0.08	0.28

## QUESTION: WALKING BOARD: BACKWARD

	GR1(19)	GR2(17)	GR3(19)	GR4(20)	GR5( 1)
SCORE OF 1	2( 10%)	0( 0%)	0( 0%)	1( 5%)	0( 0%)
SCORE OF 2	4( 21%)	2( 11%)	3( 15%)	1( 5%)	0( 0%)
SCORE OF 3	10( 52%)	6( 35%)	10( 52%)	8( 40%)	0( 0%)
SCORE OF 4	3( 15%)	9( 52%)	6( 31%)	10( 50%)	1(100%)
STD. MEAN	2.52	2.88	3.06	3.3	3.3
SCORED MEAN	2.73	3.41	3.15	3.35	4
DIFFERENCE	0.21	0.53	0.09	0.05	0.7

## QUESTION: WALKING BOARD: SIDEWISE

	GR1(19)	GR2(17)	GR3(19)	GR4(20)	GR5( 1)
SCORE OF 1	0( 0%)	0( 0%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	2( 10%)	0( 0%)	3( 15%)	1( 5%)	0( 0%)
SCORE OF 3	5( 26%)	4( 23%)	9( 47%)	9( 45%)	0( 0%)
SCORE OF 4	12( 63%)	13( 76%)	7( 36%)	10( 50%)	1(100%)
STD. MEAN	2.92	3.2	3.28	3.4	3.4
SCORED MEAN	3.52	3.76	3.21	3.45	4
DIFFERENCE	0.6	0.56	-0.07	0.05	0.6

## QUESTION: JUMPING

	GR1(18)	GR2(18)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	1( 5%)	1( 5%)	2( 10%)	0( 0%)	0( 0%)
SCORE OF 2	5( 27%)	6( 33%)	4( 21%)	5( 26%)	1( 50%)
SCORE OF 3	9( 50%)	5( 27%)	7( 36%)	5( 26%)	0( 0%)
SCORE OF 4	3( 16%)	6( 33%)	6( 31%)	9( 47%)	1( 50%)
STD. MEAN	2.46	2.52	2.9	2.88	2.88
SCORED MEAN	2.77	2.88	2.89	3.21	3
DIFFERENCE	0.31	0.36	-0.01	0.33	0.12

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 78

SCORE COUNT AND PERCENTAGES

ALL SCHOOLS

## QUESTION: IDENTIFICATION OF BODY PARTS

	GR1(19)	GR2(18)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	4( 21%)	0( 0%)	1( 5%)	1( 5%)	0( 0%)
SCORE OF 2	3( 15%)	2( 11%)	3( 15%)	2( 10%)	1( 50%)
SCORE OF 3	5( 26%)	7( 38%)	4( 21%)	1( 5%)	0( 0%)
SCORE OF 4	7( 36%)	9( 50%)	11( 57%)	15( 78%)	1( 50%)
STD. MEAN	2.48	2.86	3.2	3.42	3.42
SCORED MEAN	2.78	3.38	3.31	3.57	3
DIFFERENCE	0.3	0.52	0.11	0.15	-0.42

## QUESTION: IMITATION OF MOVEMENT

	GR1(19)	GR2(18)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	1( 5%)	1( 5%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	5( 26%)	2( 11%)	1( 5%)	0( 0%)	0( 0%)
SCORE OF 3	8( 42%)	6( 33%)	9( 47%)	1( 5%)	0( 0%)
SCORE OF 4	5( 26%)	9( 50%)	9( 47%)	18( 94%)	2(100%)
STD. MEAN	2.68	2.82	2.96	3.22	3.22
SCORED MEAN	2.89	3.27	3.42	3.94	4
DIFFERENCE	0.21	0.45	0.46	0.72	0.78

## QUESTION: OBSTACLE COURSE

	GR1(19)	GR2(17)	GR3(18)	GR4(19)	GR5( 2)
SCORE OF 1	0( 0%)	1( 5%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	2( 10%)	1( 5%)	0( 0%)	1( 5%)	0( 0%)
SCORE OF 3	5( 26%)	2( 11%)	2( 11%)	2( 10%)	0( 0%)
SCORE OF 4	12( 63%)	13( 76%)	16( 88%)	16( 84%)	2(100%)
STD. MEAN	3	3.3	3.18	3.56	3.56
SCORED MEAN	3.52	3.58	3.88	3.78	4
DIFFERENCE	0.52	0.28	0.7	0.22	0.44

## QUESTION: KRAUS-WEBER

	GR1(19)	GR2(17)	GR3(18)	GR4(20)	GR5( 2)
SCORE OF 1	1( 5%)	1( 5%)	2( 11%)	0( 0%)	0( 0%)
SCORE OF 2	2( 10%)	4( 23%)	1( 5%)	1( 5%)	0( 0%)
SCORE OF 3	5( 26%)	4( 23%)	3( 16%)	1( 5%)	0( 0%)
SCORE OF 4	11( 57%)	8( 47%)	12( 66%)	18( 90%)	2(100%)
STD. MEAN	3.5	3.62	3.5	3.82	3.82
SCORED MEAN	3.36	3.11	3.38	3.85	4
DIFFERENCE	-0.14	-0.51	-0.12	0.03	0.18

PURDUE TABLE # 1  
SCORE COUNT AND PERCENTAGES  
ALL SCHOOLS

TOTAL SURVEYED: 78

## QUESTION: ANGELS-IN-THE-SNOW

	GR1 (19)	GR2 (17)	GR3 (19)	GR4 (20)	GR5 ( 2)
SCORE OF 1	3 ( 15%)	3 ( 17%)	4 ( 21%)	1 ( 5%)	0 ( 0%)
SCORE OF 2	8 ( 42%)	5 ( 29%)	5 ( 26%)	5 ( 25%)	0 ( 0%)
SCORE OF 3	5 ( 26%)	6 ( 35%)	7 ( 36%)	6 ( 30%)	2 (100%)
SCORE OF 4	3 ( 15%)	3 ( 17%)	3 ( 15%)	8 ( 40%)	0 ( 0%)
STD. MEAN	2.24	2.6	2.7	2.54	2.54
SCORED MEAN	2.42	2.52	2.47	3.05	3
DIFFERENCE	0.18	-0.08	-0.23	0.51	0.46

## QUESTION: CHALKBOARD: CIRCLE

	GR1 (19)	GR2 (17)	GR3 (19)	GR4 (19)	GR5 ( 2)
SCORE OF 1	2 ( 10%)	1 ( 5%)	1 ( 5%)	0 ( 0%)	0 ( 0%)
SCORE OF 2	8 ( 42%)	3 ( 17%)	2 ( 10%)	1 ( 5%)	0 ( 0%)
SCORE OF 3	7 ( 36%)	6 ( 35%)	5 ( 26%)	4 ( 21%)	2 (100%)
SCORE OF 4	2 ( 10%)	7 ( 41%)	11 ( 57%)	14 ( 73%)	0 ( 0%)
STD. MEAN	3	3.18	3.38	3.48	3.48
SCORED MEAN	2.47	3.11	3.36	3.68	3
DIFFERENCE	-0.53	-0.07	-0.02	0.2	-0.48

## QUESTION: CHALKBOARD: DOUBLE CIRCLE

	GR1 (18)	GR2 (17)	GR3 (18)	GR4 (19)	GR5 ( 2)
SCORE OF 1	5 ( 27%)	3 ( 17%)	1 ( 5%)	1 ( 5%)	1 ( 50%)
SCORE OF 2	8 ( 44%)	7 ( 41%)	6 ( 33%)	5 ( 26%)	0 ( 0%)
SCORE OF 3	4 ( 22%)	3 ( 17%)	6 ( 33%)	6 ( 31%)	0 ( 0%)
SCORE OF 4	1 ( 5%)	4 ( 23%)	5 ( 27%)	7 ( 36%)	1 ( 50%)
STD. MEAN	2.12	2.5	2.84	2.82	2.82
SCORED MEAN	2.05	2.47	2.83	3	2.5
DIFFERENCE	-0.07	-0.03	-0.01	0.18	-0.32

## QUESTION: CHALKBOARD: LATERAL CIRCLE

	GR1 (19)	GR2 (17)	GR3 (19)	GR4 (19)	GR5 ( 2)
SCORE OF 1	1 ( 5%)	1 ( 5%)	0 ( 0%)	0 ( 0%)	0 ( 0%)
SCORE OF 2	3 ( 15%)	2 ( 11%)	1 ( 5%)	1 ( 5%)	0 ( 0%)
SCORE OF 3	5 ( 26%)	3 ( 17%)	4 ( 21%)	6 ( 31%)	1 ( 50%)
SCORE OF 4	10 ( 52%)	11 ( 64%)	14 ( 73%)	12 ( 63%)	1 ( 50%)
STD. MEAN	3	3.22	3.48	3.62	3.62
SCORED MEAN	3.26	3.41	3.68	3.57	3.5
DIFFERENCE	0.26	0.19	0.2	-0.05	-0.12

## EDUCATION SURVEY

## PURDUE TABLE # 1

TOTAL SURVEYED: 78

## SCORE COUNT AND PERCENTAGES

## ALL SCHOOLS

## QUESTION: CHALKBOARD: VERTICAL LINE

	GR1(18)	GR2(17)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	0( 0%)	3( 17%)	0( 0%)	0( 0%)	0( 0%)
SCORE OF 2	3( 16%)	2( 11%)	4( 21%)	2( 10%)	0( 0%)
SCORE OF 3	5( 27%)	2( 11%)	3( 15%)	9( 47%)	1( 50%)
SCORE OF 4	10( 55%)	10( 58%)	12( 63%)	8( 42%)	1( 50%)
STD. MEAN	2.86	3	3.18	3.34	3.34
SCORED MEAN	3.38	3.11	3.42	3.31	3.5
DIFFERENCE	0.52	0.11	0.24	-0.03	0.16

## QUESTION: RHYTHMIC WRITING: RHYTHM

	GR1( 0)	GR2( 9)	GR3(18)	GR4(19)	GR5( 2)
SCORE OF 1	0( 0%)	1( 11%)	2( 11%)	0( 0%)	1( 50%)
SCORE OF 2	0( 0%)	4( 44%)	3( 16%)	1( 5%)	0( 0%)
SCORE OF 3	0( 0%)	3( 33%)	6( 33%)	2( 10%)	0( 0%)
SCORE OF 4	0( 0%)	1( 11%)	7( 38%)	16( 84%)	1( 50%)
STD. MEAN	2.14	2.7	2.82	3.32	3.32
SCORED MEAN	0	2.44	3	3.78	2.5
DIFFERENCE	-2.14	-0.26	0.18	0.46	-0.82

## QUESTION: RHYTHMIC WRITING: REPRODUCTION

	GR1( 0)	GR2( 9)	GR3(18)	GR4(19)	GR5( 2)
SCORE OF 1	0( 0%)	2( 22%)	2( 11%)	0( 0%)	1( 50%)
SCORE OF 2	0( 0%)	7( 77%)	5( 27%)	4( 21%)	0( 0%)
SCORE OF 3	0( 0%)	0( 0%)	8( 44%)	11( 57%)	0( 0%)
SCORE OF 4	0( 0%)	0( 0%)	3( 16%)	4( 21%)	1( 50%)
STD. MEAN	1.78	2.32	2.88	3.08	3.08
SCORED MEAN	0	1.77	2.66	3	2.5
DIFFERENCE	-1.78	-0.55	-0.22	-0.08	-0.58

## QUESTION: RHYTHMIC WRITING: ORIENTATION

	GR1( 0)	GR2( 9)	GR3(18)	GR4(19)	GR5( 2)
SCORE OF 1	0( 0%)	0( 0%)	2( 11%)	0( 0%)	1( 50%)
SCORE OF 2	0( 0%)	5( 55%)	3( 16%)	2( 10%)	0( 0%)
SCORE OF 3	0( 0%)	2( 22%)	6( 33%)	7( 36%)	0( 0%)
SCORE OF 4	0( 0%)	2( 22%)	7( 38%)	10( 52%)	1( 50%)
STD. MEAN	2.36	2.84	3.14	3.32	3.32
SCORED MEAN	0	2.66	3	3.42	2.5
DIFFERENCE	-2.36	-0.18	-0.14	0.1	-0.82

## EDUCATION SURVEY

## PURDUE TABLE # 1

TOTAL SURVEYED: 78

## SCORE COUNT AND PERCENTAGES

## ALL SCHOOLS

## QUESTION: OCULAR PURSUITS: BOTH EYES

	GR1(18)	GR2(17)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	1( 5%)	3( 17%)	2( 10%)	2( 10%)	0( 0%)
SCORE OF 2	5( 27%)	4( 23%)	4( 21%)	4( 21%)	0( 0%)
SCORE OF 3	7( 38%)	5( 29%)	8( 42%)	6( 31%)	2(100%)
SCORE OF 4	5( 27%)	5( 29%)	5( 26%)	7( 36%)	0( 0%)
STD. MEAN	2.49	2.98	2.73	3.15	3.15
SCORED MEAN	2.88	2.7	2.84	2.94	3
DIFFERENCE	0.39	-0.28	0.11	-0.21	-0.15

## QUESTION: OCULAR PURSUITS: RIGHT EYE

	GR1(18)	GR2(17)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	2( 11%)	3( 17%)	3( 15%)	3( 15%)	0( 0%)
SCORE OF 2	6( 33%)	5( 29%)	8( 42%)	7( 36%)	0( 0%)
SCORE OF 3	7( 38%)	4( 23%)	7( 36%)	4( 21%)	2(100%)
SCORE OF 4	3( 16%)	5( 29%)	1( 5%)	5( 26%)	0( 0%)
STD. MEAN	2.14	2.76	2.56	2.87	2.87
SCORED MEAN	2.61	2.64	2.31	2.57	3
DIFFERENCE	0.47	-0.12	-0.25	-0.3	0.13

## QUESTION: OCULAR PURSUITS: LEFT EYE

	GR1(18)	GR2(17)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	3( 16%)	5( 29%)	4( 21%)	2( 10%)	0( 0%)
SCORE OF 2	6( 33%)	4( 23%)	5( 26%)	8( 42%)	2(100%)
SCORE OF 3	6( 33%)	5( 29%)	8( 42%)	3( 15%)	0( 0%)
SCORE OF 4	3( 16%)	3( 17%)	2( 10%)	6( 31%)	0( 0%)
STD. MEAN	2	2.72	2.66	2.96	2.96
SCORED MEAN	2.5	2.35	2.42	2.68	2
DIFFERENCE	0.5	-0.37	-0.24	-0.28	-0.96

## QUESTION: OCULAR PURSUITS: CONVERGENCE

	GR1(18)	GR2(17)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	0( 0%)	3( 17%)	2( 10%)	2( 10%)	0( 0%)
SCORE OF 2	9( 50%)	8( 47%)	5( 26%)	4( 21%)	0( 0%)
SCORE OF 3	2( 11%)	1( 5%)	5( 26%)	4( 21%)	0( 0%)
SCORE OF 4	7( 38%)	5( 29%)	7( 36%)	9( 47%)	2(100%)
STD. MEAN	0	0	0	0	0
SCORED MEAN	2.88	2.47	2.89	3.05	4
DIFFERENCE	2.88	2.47	2.89	3.05	4

## EDUCATION SURVEY

PURDUE TABLE # 1

TOTAL SURVEYED: 78

SCORE COUNT AND PERCENTAGES

ALL SCHOOLS

## QUESTION: VISUAL FORMS: FORM

	GR1(18)	GR2(17)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	3( 16%)	8( 47%)	6( 31%)	3( 15%)	0( 0%)
SCORE OF 2	13( 72%)	6( 35%)	8( 42%)	7( 36%)	2(100%)
SCORE OF 3	1( 5%)	3( 17%)	3( 15%)	6( 31%)	0( 0%)
SCORE OF 4	1( 5%)	0( 0%)	2( 10%)	3( 15%)	0( 0%)
STD. MEAN	1.94	2.28	2.22	2.26	2.26
SCORED MEAN	2	1.7	2.05	2.47	2
DIFFERENCE	0.06	-0.58	-0.17	0.21	-0.26

## QUESTION: VISUAL FORMS: ORGANIZATION

	GR1(18)	GR2(17)	GR3(19)	GR4(19)	GR5( 2)
SCORE OF 1	4( 22%)	1( 5%)	3( 15%)	0( 0%)	1( 50%)
SCORE OF 2	3( 16%)	2( 11%)	2( 10%)	2( 10%)	0( 0%)
SCORE OF 3	4( 22%)	5( 29%)	2( 10%)	1( 5%)	0( 0%)
SCORE OF 4	7( 38%)	9( 52%)	12( 63%)	16( 84%)	1( 50%)
STD. MEAN	2	2.2	2.56	2.9	2.9
SCORED MEAN	2.77	3.29	3.21	3.73	2.5
DIFFERENCE	0.77	1.09	0.65	0.83	-0.4

## AUDITORY SCREENING

### RATIONALE

The high rate of ear problems among native people, particularly otitis media or middle ear disease, has been documented for at least 25 years. The connection between otitis media and hearing loss as well the ensuing implications for education are also well documented.

For example, studies conducted among native children in Alaska have shown that between 31 and 63% of the children examined showed past or present evidence of otitis media. Follow-up studies showed that of those children with a history of otitis media, 87% had defects in one or both tympanic membranes, and of these, 30% had a significant hearing loss.

Further testing of these children showed that those with a hearing loss had significantly lower mean verbal scores on the tests administered. Sixty-three percent (63%) of the children behind their expected school placement had a history of otitis media. Children with a hearing loss in one or both ears were three months further behind in total reading, two months in math and

five months in language than those with no history of otitis media or hearing loss.

For these reasons it was decided that auditory screening should form a part of the educational evaluation of the students from the reserve.

#### SCREENING DEVICE

On the recommendation of Dr. R. Alper, audiologist at the Charles Camshell Hospital, Edmonton, to whom appreciation for her assistance is given, the instrument used to screen the students' hearing was the Automatic Tympanograph. This device indicates the presence of any abnormalities in the middle ear region which may cause a hearing loss. Reasons for selection included: ease of administration, validity of results, quality of information received, lack of need for special environment and hearing problems associated with the specific population.

The screen was conducted at the Alexis Day School, Onoway Elementary School, Darwell Elementary School and Onoway Jr., Sr. High School.

#### RESULTS

In total, 127 tests were performed. Of these, 34

17

students were found to have abnormalities in one or both middle ears. This represents 26.8% of the students screened.

#### CONCLUSIONS

Abnormal results obtained by this screening device do not necessarily mean that there is a significant hearing loss. Likewise, a normal finding does not rule out significant hearing loss due to other factors. Therefore, it is difficult to draw any specific conclusions beyond the indication that;

- a. given the patterns in regard to hearing among native children and,
- b. the significant number of abnormal results obtained by the Tympanograph, hearing loss may be a significant factor in the rate of educational progress and success among the students from the reserve.

#### RECOMMENDATIONS

1. All children whose test results showed abnormalities in one or both ears be retested by the public health nurse, school nurse, or other qualified individual, using a pure tone audiometric test to determine the presence and extent of any hearing loss. These tests should be carried out at the earliest possible date.

2. A program of regular auditory screening be inaugurated to detect any hearing problems. This is especially important for pre-school children, where there is a high prevalence of ear problems and where early detection lessens the likelihood of ensuing hearing impairment.

3. An auditory awareness program be inaugurated to inform parents of:

- a. factors contributing to the tendency towards ear infections,
  - b. prevention of ear infections,
  - c. the detection of ear infections,
  - d. the treatment of ear infections,
  - e. the recognition of hearing loss in children,
- and,
- f. living with hearing impaired children.

4. All teachers be made aware of the results of any audiometric assessments done for students in their class.

5. Teachers receive information and training in working with hearing impaired children.

6. As time and resources permit, pure tone testing of those children who showed no middle ear abnormalities in the tympanographic screening should be conducted.

This would enable indentification of hearing loss due to factors other than those detectable with this device.

7. Other recommendations, for example the use of hearing aids or preferential seating, may be indicated by the results of further testing.

## LEARNING STYLES INVENTORY

The Learning Styles Inventory (LSI) is a comprehensive approach to the diagnosis of an individual's learning style used for grades 3 to 12. A modified test is also available for the K to 3 programs. This instrument is an important and useful first step toward diagnosing the conditions under which an individual is most likely to learn, achieve, create and/or solve problems.

The scale does not measure underlying psychological factors, value systems, or the quality of attitudes. Rather it yields information concerned with the patterns through which learning occurs. The scale does not diagnose the finer aspects of an individual's skills, such as the ability to outline planned procedures, to organize work, to classify, or to analyze. Again it indicates how an individual prefers to learn, not the skills that are used to do so.

The LSI is a comprehensive approach to identifying how students prefer to function or learn during educational activities in the following areas a) immediate environment (sound, temperature, light, and design); b) emotionality (motivation, responsibility, persistence and need for either structure or flexibility); c)

sociological needs (self oriented, peer oriented, adult oriented and/or combined ways) and d) physical needs (perceptual preferences, time of day, intake, and mobility). Questions concerning each of the areas are presented and selected responses tend to reveal highly personalized preferences that, when identified as relevant factors and combined, represent the way in which an individual prefers to work or concentrate. The twenty-four areas include the following:

1. Sound - Quiet or sound preferred
2. Light - Bright or low
3. Temperature - Warm or Cool
4. Design - Formal or Informal
5. Motivated/Unmotivated
6. Adult Motivated
7. Teacher - Motivated
8. Persistent or Not Persistent
9. Responsible or Not Responsible
10. Structure - Needs or does not need

11. Prefers Learning Alone
12. Peer Oriented Learner
13. Learning with Adults
14. Prefers learning through several ways.
15. Auditory Preferences
16. Visual Preferences
17. Tactile Preferences
18. Kinesthetic Preferences
19. Food-Intake or no intake
20. Functions best in Morning
21. Functions best in Late A.M.
22. Functions best in Afternoon
23. Functions best in evening
24. Mobility - Needs or does not need

A computerized, individual profile of each student's responses to the LSI is provided. Individuals having a standard score of 60 or higher strongly prefer that area as a factor when they study. Scores between 40 and 60 are varied as to their importance.

The LSI was given to students in all grades at Alexis and in grades 4-12 in Darwell and Onoway. The results indicate some areas that should be considered for the group as a whole as well as individual profiles indicating specific needs.

In the primary grades at Alexis the students indicated strong preferences for light, structure, and an absence of noise. They were strongly tactile and kinesethic in their perceptual preference indicated desire for persistence and responsibility. There is a preference for adult motivation as the students move from Kindergarten to grade 2 as well as food and liquids.

The LSI's given in the elementary and secondary schools indicated significantly higher preference for tactile and kinesthetic perceptual preferences among native children. There was evidence of a preference for peer learning, presence of authority figures, high levels of motivation and responsibility which peaks at grade 4 and then tapers off. The need for intake increasing as

the students move into junior secondary was evident.

Factors which were strongly negative for the native students were learning alone, mobility, and intake at the 3 and 4 level. Grades 7,8,9, showed increasingly effects for the presence of authority figures and learning in the late morning.

Further comparative analysis of the grade 5 class indicated the following information. (Figure 3)

Native students had significantly higher preferences than non natives for light, design, structure, peer orientation, authority figures, auditory learning and learning in the morning. Non native students had significantly higher preference than native students for temperature, persistence, and learning in the afternoon.

Least preferred factors significantly higher for native youngsters than non native, which interfered with learning were noise, persistence, responsibility and learning in the afternoon. For the non native youngsters factors least preferred which were significantly higher than for native students were light, design, intake, learning in the late morning, auditory learning and learning in several ways.

#### RECOMMENDATIONS:

1. That all youngsters be given LSI appraisal.
2. That teachers be apprised of the results of the inventory for each student.

#### PART II INTERPRETATION OF THE LEARNING STYLE INVENTORY (LSI)

##### 1. SOUND

For standard score of 60 or higher provide soft music, conversation areas, or an open learning environment.

For standard score of 40 or lower, establish silent areas; provide individual alcoves with soundproofing; provide "ear-phones" to absorb sound.

##### 2. LIGHT

For standard score of 60 or higher, place student near window, under adequate illumination; add table or desk lamps.

For standard score of 40 or lower, create learning spaces under indirect or subdued light away from

windows; use dividers or plants to block or diffuse light.

### 3. WARMTH

For standard score of 60 or higher, provide adequate heating, enclosures, screens, supplemental heaters and placement in warmer areas; allow sweaters.

For standard score of 40 or lower, provide adequate air-conditioning, ventilation, and placement in cooler areas; permit short sleeved shirts, shorts, etc.

### 4. FORMAL DESIGN

For standard score of 60 or higher, create "formal" climate - rows of desks, straight chairs, stark walls and lighting.

For standard score of 40 or lower, provide "informal" climate - soft chairs and couches, pillows, some color, lounge furniture, plants, etc.

### 5. MOTIVATED/UNMOTIVATED

For standard score of 60 or higher, encourage use of self-designed objectives, procedures and evaluation

before the teacher assesses effort; permit self pacing and rapid achievement.

For standard score of 40 or lower, design short-term, simple, uncomplicated assignments that require frequent discussions with the teacher; provide several easily understood options based on the individual's interests; experiment with short-range motivators and reinforcement; develop peer relationships with able, motivated individuals; solicit self-developed goals and procedures; log results and progress.

#### 6. ADULT-MOTIVATED

For standard score of 60 or higher, establish den area near teacher (unless student is adult but not teacher oriented); praise often; send communications to home (notes, commentary, tapes, student's work); praise in front of adults; involve with other adults when working.

For standard score of 40 or lower, allow student to study by him/herself. Do not force student to work with adults. Use intrinsic motivation for outcomes rather than how it will make others feel.

#### 7. TEACHER-MOTIVATED

For standard score of 60 or higher, establish den area near teacher; praise often; incorporate reporting to teacher into prescription; include in small-group instructional techniques when teacher is involved.

For standard score of 40 or lower, allow student to study by him/herself. Do not force student to work with the teacher. Use intrinsic motivation for outcomes rather than how it will make the teacher feel if one does a good job.

#### B. PERSISTENT

For standard score of 60 or higher, design long-term assignments; provide supervision and assistance only when necessary; suggest when help may be obtained if necessary; praise at completion of assignment.

For standard score of 40 or lower, provide short-term, limited assignments; check and log progress frequently; provide options based on individual's interests; experiment with short-range motivators and reinforcement; develop peer relationships with able, persistent individuals; praise during process of completion of tasks; encourage self-design of short tasks.

## 9. RESPONSIBLE

For standard score of 60 or higher, begin by designing short-term assignments; as these are successfully completed, gradually increase their length and scope; challenge the individual at the level of his or her functional ability or slightly beyond.

For standard score of 40 or lower, design short-term, limited assignments with only single or dual goals; provide few options and frequent checking by the teacher; directions should be simple and responsible peers should be placed in the immediate environment and on the same projects. Base assignments on interests and use interim praise or rewards.

## 10. STRUCTURE

For standard score of 60 or higher, be precise about every aspect of the assignment; permit no options; use clearly stated objectives in a very simple form; list and itemize as many things as possible, leaving nothing for interpretation; clearly indicate time requirements and the resources that may be used; required tasks should be indicated; as successful completion is evidenced, gradually lengthen the assignment and provide some choices from among approved

alternative procedures; gradually increase the number of options; establish specific learning and reporting patterns and criteria as each task is completed.

For standard score of 40 or lower, establish clearly stated objectives but permit choices of resources, procedures, time lines, reporting, checking, etc.; permit choices of environmental, sociological, and physical elements; provide creative options and opportunities to grow and to stretch talents and abilities; review work at regular intervals but permit latitude for completion if progress is evident.

#### 11. PERFORMS LEARNING ALONE

For standard score of 60 or higher, encourage use of self-designed objectives, procedures and evaluations before the teacher assesses effort; permit self pacing and achievement beyond department goals; encourage creativity if it exists.

For standard score of 40 or lower, pair or team this person withd peer-oriented or authority-oriented individuals that complement his/her sociological characteristics, e.g., prefers to work with peers, is team-oriented with a small group, and so on.

#### 12. PEER ORIENTED LEARNER

For standard score of 60 or higher, encourage peer meetings and planning; permit these students to evaluate each other individually and in groups; seek group suggestions and recommendations.

For standard score of 40 or lower, identify this person's sociological characteristics and permit isolated achievement if self-oriented, working with teacher if authority-oriented, or multiple options if learning in several ways is indicated.

#### 13. LEARNING WITH ADULTS

For standard score of 60 or higher, place these students near appropriate teachers and schedule numerous meetings among them; plan to visit and check assignments often.

For standard score of 40 or lower, identify the student's sociological characteristics, and permit isolated achievement if self-oriented, peer groupings if peer-oriented, or multiple options if learning in several ways is indicated.

#### 14. PREFERS LEARNING THROUGH SEVERAL WAYS

For standard score of 60 or higher, provide

opportunities for a variety of learning patterns for the same student, i.e., alone, with peers, with teachers or adults.

For standard score of 40 or lower, permit the person to learn in the sociological patterns indicated. If none are strong, permit options. Recheck self-orientation and motivation, responsibility and persistence.

#### 15. AUDITORY PREFERENCES

For standard score of 60 or higher, use tapes, videotapes, records, radio, television, and precise oral directions when giving assignments, setting tasks, reviewing progress, using resources or for any aspect of the task requiring understanding, performance, progress, and/or evaluation.

For standard score of 40 or lower, use resources prescribed under the perceptual preferences that are strong. If none are 60 or more, use several multisensory resources such as videotapes, filmstrips, television, and tactual/kinesthetic materials.

#### 16. VISUAL PREFERENCES

For standard score of 60 or higher, use pictures,

filmstrips, films, graphs, single concept loops, transparencies, diagrams, drawings, books, and magazines; provide resources that require reading and seeing; use programmed learning (if in need of structure) and written assignments and evaluations.

For standard score of 40 or lower, use resources prescribed under the perceptual preferences that are strong. If none are 60 or more, use several multisensory resources such as videotapes, filmstrips, television, and tactual/kinesthetic materials.

#### 17. TACTILE PREFERENCES

For standard score of 60 or higher, use manipulative and three dimensional materials; resources should be touchable and moveable as well as readable; allow these individuals to plan, demonstrate, report, and evaluate with models and other real objects; encourage them to keep written records.

For standard score of 40 or lower, use resources prescribed under the perceptual preferences that are strong. If none are 60 or more, use several multisensory resources such as videotapes, filmstrips, television, and real-life experiences such as visits, interviewing, building, designing, and so on.

## 18. KINESTHETIC PREFERENCES

For standard score of 60 or higher, provide opportunities for real and active experiences for planning and carrying out objectives; site visits, seeing projects in action and becoming physically involved are appropriate activities for these individuals.

For standard score of 40 or lower, use resources prescribed under the preferences that are strong. If none are 60 or more, use several multisensory resources such as videotapes, filmstrips, television, and tactual/manipulative materials.

## 19. REQUIRES INTAKE

For standard score of 60 or higher, provide frequent opportunities for nutritious food breaks, food at learning station, coffee at desk, and so on.

For standard score of 40 or lower, no special arrangements are needed.

## 20. FUNCTIONS BEST IN MORNING

For standard score of 60 or higher, permit scheduling of difficult assignments in morning. Take

advantage of the strongest segment of the energy curve for morning. If possible, allow self-scheduling of learning activities if desired by student.

For standard score of 40 or lower, permit scheduling of difficult assignments in evening. Take advantage of the strongest segment of the time energy curve for evening. If possible, allow self-scheduling later in the day if desired by student.

#### 21. FUNCTIONS BEST IN LATE MORNING

For standard score of 60 or higher, permit scheduling of difficult assignments in late morning. Take advantage of the strongest segment of the energy curve for late morning.

For standard score of 40 or lower, permit scheduling of difficult assignments in the strongest segment of the energy curve.

#### 22. FUNCTIONS BEST IN AFTERNOON

For standard score of 60 or higher, permit scheduling of difficult assignments in afternoon. Take advantage of the strongest segment of the energy curve for afternoon.

For standard score of 40 or lower, permit scheduling of difficult assignments in the strongest segment of the energy curve.

#### 23. FUNCTIONS BEST IN EVENING

For standard score of 60 or higher, permit self-scheduling of tasks in the evening. Take advantage of the strongest segment of the energy curve for evening.

For standard score of 40 or lower, allow student to schedule work in evening. Schedule learning activities later in the day rather than in the evening. Utilize the strongest segment of the energy curve.

#### 24. NEEDS MOBILITY

For standard score of 60 or higher, provide frequent breaks, assignments that require movement to different locations, and schedules that build mobility into the work/learning pattern; require results, not immobility.

For standard score of 40 or lower, provide stationary desk or learning station where most of the student's responsibilities can be completed without requiring excessive movement.

### 3. PROGRAMMING

#### Overview

"The gap that is between the generations and between the white society and the minority groups stems from a failure to understand that for all of us the world has changed irretrievably"

V. Deloria Jr.

What is desperately needed now are transitional structures, concepts, and mythologies to provide a means of translating ideas and values between whites and non whites. Communication has become oral and experiential. Feeling is a more important tool of analysis than a dictionary or encyclopedia. Groups provide a more accurate gage of feelings than does individual evaluation.

If young peoples and minority groups are to survive the sense of powerlessness that is seen today in classrooms around the world then their feelings must be translated into the recognition of the importance of their personal identity through group identity. It is no longer possible to build upon a denial of everything that makes a person himself, of which group identity is

a major part.

The gap in the educational development of native children in a non native society is a vast chasm at the bottom of which flows a swift river. Attempts to build a bridge between the two are presently met by renewing various symbols of educational opportunity. However this has been repeatedly tried and failed as timeworn symbols of the dominant culture has proven not to be the answer.

To look at the past without understanding that symbols, and tactics used to communicate them, depend on a new vision of the nature of man is to perpetuate past problems. It is necessary that in this vision of man the interrelatedness of his many dimensions be acknowledged, psychomotor, cognitive, affective, social, and spiritual and that these be made manifest. Linked to this is an appreciation that various parts of of the individual unfold in different ways and that the unfolding of each part of the individual affects every other part as well.

One aspect of this mythology is structured around the awareness that the knowledge of each culture is a powerful contributor to the understanding of the whole of society. Rather than the dominant society that prizes individualism, separateness, competition,

competitiveness, and technology dictating these values to all groups, there needs to be a place for the minority group to provide alternate models to the individualism of the dominant society. New insights, new processes and new communication is needed to build the bridges across the swiftly moving river that separates us.

The goal of unity will come from the balanced sharing of individualistic and group sharing, a product of a truly bicultural education which acknowledges bicognitive development as a goal for students. One of the most profound blocks to this process occurring is the failure of the dominant society to accept, with trust, the will and insight of minority groups in determining what is meaningful education in today's society.

#### Classroom and school evaluation

In carrying out the program review of the schools in which children of the Alexis reserve were in attendance a number of observable situations addressing the above considerations were evident. Opportunity to visit in the classroom to observe the delivery of program materials was confined to the federally run school on reserve. It is noted, however, that consideration of the materials, classroom structure and comments regarding the nature of schools and teacher training

are applicable within provincial schools as well.

#### Peanut Butter or Curriculum

One curriculum for all. The educational authority in the province is of course within the Ministry of Education. From here the decisions regarding content of the curriculum are made and the selection of the texts that will represent that curriculum. From an economic point of view it makes it a publisher's paradise as they have access to a large market with a single text for each subject. This is to exaggerate some what as some subjects may in fact have two or three texts. The important point to be noted is that regions and or minority groups do not have choice about the nature of the curriculum content, like peanut butter the ideas are well mixed and the same for everybody. Also like peanut butter some of the ideas stick in the roof of your mouth, particularly those which paint a warped point of view regarding your culture or as is more often the case fails to acknowledge that you did in fact have a culture.

For those schools which provide education for native people on reserve the federal government has jurisdiction and they too have chosen the provincial curriculum for their model of an ideal curriculum. This

is inspite of much evidence critical of such a curriculum to the majority of native people. The OECD report of 1976 on education in Canada, speaking on native education, was particularly critical of the failure of the federal government to look for innovative and relevant alternatives to the present program of education in it's adoption of provincial programs which have such a disastrous track record with native students.

If the desire is for a crunchy peanut butter, some schools have attempted to meet this need with a native studies program. Unfortunately this is one of the first programs to go in time of restraint. Similar to the other programs this too is frequently homogenized curriculum without the input of local community elders and educational committees. The content is often about traditional native skills with assumptions that native children will be familiar with it when in fact it often does not speak to the existing daily culture of the students.

The schools visited showed little visible presence of symbols representative of the native culture. All the schools made use of the provincial curriculum. In the reserve school it was pointed out that provincial materials were used throughout as if this were an ideal state of affairs.

## Professional Education of Teachers

Teachers today are being trained to be technicians not educators. An educator makes conscious decisions about the objectives to be met, chooses curriculum to meet that end selecting from observations of the students and awareness of the community, uses his education to make decisions on how to best teach the material, and evaluates the learning using her sensitive awareness of the individual child.

Several curriculum leaders have criticized the pre-packaged curriculum as producing teacher de-skilling. Such programs provide objectives, content, process and evaluation. Teacher education is being reduced to teacher training, training in how to read and to do. They don't need to know how to think. It is not unusual under such circumstances that there is distance between the teachers and the community if teachers are not equipped in their understanding to justify why curriculum choices are being made.

Visits to the classroom supported the above observations as teachers paced their presentations to the text or workbook. Lessons were presented as separate units rather than as an integrated whole. there was little evidence of connecting the material to be

learned to the community and daily life of the students although there was much opportunity to do so. There was a dispassioned presentation of material which comes from presenting material that you do not "own" as your own but are simply acting as a conduit in passing it on. The teachers appeared to be as dehumanized by the curriculum as the children.

One of the most significant roles of a teacher is to act as a model for the students. The absence of role models from the community was striking. The presence of aides in the classroom could have provided for alternate teaching methods and assisted in modeling for the students. ample opportunity to have been of assistance in the classroom was evident.

#### Content vs Process

Getting the knowledge from 'out there' to 'in here' is something for the child himself to do: the art of teaching is knowing how to help him to do it. School knowledge is the knowledge is the knowledge which someone else presents to us. It is partly grasped, enough to answer the teacher's questions, to do exercises, or to answer the test, but it remains someone else's knowledge, not ours. In so far as we use knowledge for our own purposes however we begin to

incorporate it into our view of the world. Once the knowledge becomes incorporated into that view of the world on which our actions are based it has become 'action knowledge'.

Teachers have become so habituated to thinking of language in terms of communication that many have ceased to consider that it also performs important subjective functions, since it is the major means by which we consciously organize experience and reflect upon it. John H. Flavell has described in this way the state of the young child. "His cognitive field-of-vision includes data thought about but not the process of thinking itself. Insensitive to the very fact that the way he construes the data is only one construction among many possible...he can scarcely check for cognitive bias of his own view of events". Unless there is provision by the teacher for opportunities to share points of view in group interactions the child is left with only the teacher's other point of view which as we have pointed out earlier is culturally biased as well as being impacted by the packaged curriculum.

The achievement of 'decentration', the development of more complex mental representations of the world is facilitated by recognizing the natural process among native people of group process. Decaentration is concerned with adopting another person's 'point of

view' metaphorically. It seems to involve a means of representing to oneself how the other person's knowledge differs from one's own and intersects social learning and cognition. In the young child this involves the discovered process of group resolution of tasks, the need to collaborate and persuade another of your point of view.

An accompanying characteristic of this process is the permission of the child to use his language of common usage to achieve his action knowledge and to broaden his point of view. This still allows for the formal language of the classroom to be used in the presentation of completed ideas to the class or teacher.

The human mind develops through a process of decentration, in which the child by incorporating alternative viewpoints into his own knowledge develops models of the physical and social world in which he lives and transcends his original more egocentric viewpoint. Eventually this process leads the adolescent to being able to approach problems hypothetically since he can see any interpretation of reality as open to change. This decentration comes in part from the need to communicate with other people, since it necessitates insight into their understanding of the world.

In the classroom the programs were presented in such a

manner that no opportunity for student interaction could take place. Desks arranged in rows limited student communication. Work was expected to be independently completed. No opportunity for exploring other students ideas was evident. Teacher-presented material often required only one word answers and showed little need for thought. Examples of the type of questioning by teachers were:

"What color is the page?" R:"Blue"

"How many toys are in the toybox?" R:"Three."

"What kinds of carved things do you know of?" R:"Totem pole.", "Chair.", "Boat."

Students were reprimanded when trying to assist each other in what could easily have developed into peer tutoring, sharing of ideas in art program was discouraged because it was not their own, where student enthusiasm went beyond teacher intent but was constructive to the lesson the feeling tone was significant enough that an inexperienced community observer asked for an explanation as to why the enthusiasm and interest suddenly changed so dramatically. Spontaneous laughter initiated by an amusing language usage was quickly suppressed. The undeniable lack of opportunity for students to interact left the impression of a single direction for the flow of facts.

## Structure of Schools

One of the most obvious factors in affecting the deliver of programs was the organization of the classroom. Two of the classrooms of the three were structured with desks in rows, differentiated and inappropriate furniture, and lack of the childrens work on display in significant quantity. The general demeanor of the school is to orientate to time rather than task completion. Task orientation itself was independent in nature, encouraged trial and error learning, and saw the teacher as a consultant. The material itself tended to be presented from parts to the whole as opposed to the whole-part-whole approach.

## Hidden Curriculum in the School

The concept of the hidden curriculum in the school is not new however the interpretation placed on it is important. The conservative position of which the school system is one perceives the school as a vehicle for maintaining the status quo. The liberal position sees hidden curriculum as it relates to social process and meaning. This concern addresses the exchange of meaning between the child and teacher has a necessary process in in the development of meaning. The radical view perceives the school as sites of power and domination. This view sees the schools as institutions

that re enforce the roles of individuals and perpetuate the sense of powerlessness in the individual through the role of the teacher and the materials.

In the classroom the dominant role of the teacher, the lack of warmth generated between teacher and students, the constraining nature of the curriculum, allowed for the choice from an of the above as points of departure in critiquing the school.

Let's perhaps explore another point of view entirely. The school is in a society in which the non native community dominates. Acknowledging that, let us consider the school as having the potential of being sites capable of developing the process of domination or contestation. By contestation it is understood that the school becomes the place for learning of another way of viewing the world other than as a place of powerlessness. The concept of power is reframed as developed use of language and its use in a process that develops both skills in field sensitive and field dependent learning styles. The teacher is someone whose chief tools are to reply and assess or reflect. The teacher replies to the student and encourages his exploration of his environment by mediating the environment and extending the students thinking and options. This requires sensitivity to the student and his environment. The reflective teacher is assessing

the effect of the school in it's position relative to the larger society. This should initiate such questions as: what does the school say to my students? who does it affirm? how do I perceive my role in that system? how does my curriculum and my teaching process enhance or detract from my students sense of self and therefore of power or powerlessness? how does this program meet the special needs of the learners who require special assistance?

Education in the classroom strongly reflected the three R's, reading, 'riting, and 'rithmetic. This might be effectively achieved with the replacement of a new set of three R's, Rhythm, Ritual, and Reverence. Rhythm suggests a curriculum that is in harmony with the needs of the individual and the community. Ritual provides grounding of the learning material with symbols of the community and culture and a process which responds to both individual and group needs. Reverence implies the acknowledgement of the miracle of self, the essential goodness of the child, the joy of learning and the effective display of love and caring.

#### 4. PERSONNEL

It was not possible to conduct the in-depth evaluation of the teaching staff of the Alexis Day School that had been envisioned at the start of the evaluation. The main reason for this was the concern of the Department about inspection of their teachers and that this had not been clearly specified in the terms of reference of the evaluation. It was also felt by the Department that nothing much could be learned by doing this. Therefore no specific information is available to the evaluation on this subject.

It was made clear in the preliminary agreement with the Provincial School System that we would not be allowed to inspect their teachers as this would be a breach of their contract with the Alberta Teachers Association. Because of this we will not look at these elements in this evaluation.

Some general comments it is felt should be made about the Departments problems in staffing:

The Department's hiring procedures are such that they are not able to employ individuals without first going through a long, time consuming process. It is also a problem that once a teacher is hired it is very hard to

get rid of them if they do not prove to be a very good teacher.

Another problem is that not only are many of the teachers trained out of the Province, but many have received their training outside of the country and are not familiar with the Canadian educational system. Related to this, is that for many of the teachers English is a second language. This is particularly significant in that the children of Alexis exhibit specific language deficiencies as shown by the evaluation.

There is a lack of direct community involvement in the classroom, which could be accomplished through the use of teacher aides from the Reserve on a full time basis.

There has not been a concerted effort on the part of the staff to establish close, positive relations with the parents. Typically communication takes place when either the teacher or the parent perceives there is a problem in the classroom. Thus, most contact between parents and teacher has been negative.

On the one hand, the parents have developed a distrust of the teachers based on their personal educational experiences and the present educational deficiencies; and on the other, the teachers perceive that the

parents are not supportive of the schools efforts. In this climate of mutual distrust and blame it has not been possible to establish a parents/teachers association or have cooperative school activities that would go far to creating a mutually supportive educational environment.

On occasion a good, well qualified and dedicated teacher will find their way into a Federal day school. All too often, the relating to staff outlined above and in the section on the DIAND in education make it impossible for the teacher to remain long enough to have any lasting effects.

## 5. FACILITIES

### Statement of Guiding Principles

The elementary school facilities, consisting of the site, buildings, equipment, and services, should provide a safe, healthful, efficient, enduring, and attractive environment. These facilities should be planned to meet pupil and community needs, and as more than a place of instruction. It must provide each child with conditions conducive to effective learning.

To meet the needs of children of elementary school age, a school building must provide for a variety of classroom activities, special service and instructional areas. It should also allow effective use by the community. Besides providing housing and equipment, it must also provide adequate illumination, water, heat, and comfort while assuring the safety of its occupants.

Building plans should meet present enrollment and curricular needs and should provide, as far as possible, for future needs. The buildings should provide flexibility in use, be esthetically planned and constructed, and be situated on well landscaped and maintained grounds.

## SUPPORT FACTORS

An evaluation of the Alexis Day School instructional equipment and materials was conducted in late December and early January with a follow-up inspection in mid April. Included in the evaluation was the school library and kindergarten.

### Statement of Guiding principles

The elementary school library should be the heart of the school. Here a child finds the volumes which will provide the major part of her reading material. It contains the reference books that will be consulted regularly. For the pre-reader and the beginning reader, here are the mysteries which they will be spending so much of their lives decoding. For the teachers it should provide volumes which enrich and extend the activities going on in the classrooms.

Guidance in using the library should provide for a transfer of skills from the elementary library to other school and adult libraries. The development of desirable reading habits and tastes in pupils is a major goal of the school librarian and of all teaching staff members. The librarian should be well trained in library science, the elementary school curriculum, and

child psychology.

The purposes of the elementary school library include:

1. Enrichment of the school curriculum and objectives.
2. Improvement of reading and pre-reading skills.
3. Development of literary appreciation.
4. The development of skills in the use of library materials.

The environment of the library and the books kept therein, should be such that they invite and excite relevant and accessible exploration.

Alberta guidelines for school libraries state that for a school with an enrollment of 0-150 students there should be a 1/2 time teacher/librarian on staff. The guidelines further state that a core collection should consist of 5,000 titles of print/non-print material. Four thousand of these should be books. The titles in the library should be cataloged in accordance with accepted library procedures.

Please see comments on the library under Facilities inspection this document.

### Kindergarten Material and equipment

Since none of the Provincial Schools had Kindergartens run by the school district and since none of the Alexis children were in the kindergartens run by other agencies in those areas we will only comment on the one we officially inspected at the Alexis Day School.

### Statement of guiding principles

The kindergarten, an intergal part of the elementary school program, provides for the physical, mental, social, and emotional development of the four and five year old child. Growth in desirable habits, attitudes, and skills needed for present and future development is stressed in this level. Readiness for the next level of elementary school, grade 1, is developed through a wide variety of carefully planned experiences and hands on types of activities. Much of the quality of those activities and experiences are dependent on the equipment and materials available to the pupils and teacher.

The child enters kindergarten from the home, where he has been dependent upon adults, and is helped through guided work and play activities to learn to adjust to a social group. Effective home and school relationships contribute to a better understanding of the child and assist him in this adjustment process.

The kindergarten was the best equipped class of the whole school. It had chairs and tables of varied heights and easels for painting. Blocks of varied shapes and sizes were also available along with a number of manipulative toys and puzzles. For additional comments please see Facilities report "Inspection Alexis Day School this document.

## ALEXIS SCHOOL INSPECTION

The inspection of the Alexis Day School was done  
December 17, 1982.

### THE SITE

Inspection of the school site found it to be adequate.  
Because of its rural setting it had no hardsurfaced  
drives and its main deficiency was a lack of playground  
facilities and covered play surfaces.

### THE BUILDING

Inspection of the school building disclosed that the  
building is approximately 30 years old and has been  
modified a number of times through out the years.

The roof is in good repair and appears to have been  
redone about two years ago.

There is an insufficient amount of insulation in the  
ceiling and we would recommend that additional  
insulation be added to increase the efficiency of the  
building and to cut down on energy costs.

The wiring in the ceiling is not in a conduit however it appears to be in good shape. For safety sake it might pay to run conduit in the attic to prevent fire problems as the building gets older.

There are a number of small deadend rooms through out the school that should have fire escape windows. We strongly recommend this to the Department and the people of Alexis as this is a dangerous situation and could cause a loss of life in the event of a fire. More visible posting of fire routes on the walls of each room would assist in safety considerations.

The general structure of the building is sound with only one weak place in the flooring that should be able to be repaired at no great cost. The floor joices are 2x12 that are very dry and beginning to crack in long runs with some twisting and warping apparent.

The cement foundation has a number of cracks developing in it but seems to still be servicable for a number of years. Patching will assure a longer life for the foundation.

The outside stairwells of the building leading from the basement are very narrow and would not meet the safety codes of buildings today. Also, they are not insulated

and a lot of heat loss is taking place in them. We would recommend that they be insulated and windows repaired with glass or plastic rather than boarded up with wood.

#### ILLUMINATION

The lights of the school are of a standard florescent variety that give a harsh light and vibrate at the wrong frequency considered healthy for young learners. We would recommend that full spectrum lighting be used through out the building.

There is also a need for additional lighting over the blackboards in the classrooms.

The walls reflective factors are in the acceptable range for school learning environments but the ceilings have very little reflective factor because of the material in the new dropped ceiling and the way the lights are recessed. The overall lighting in the rooms is adequate but not exciting from a optimal learning environment perspective.

The light in some of the basement hallways is less than adequate. We recommend that this be increased.

## TEMPERATURE AND VENTILATION

The heating system is adequate for the building but is old and will need close supervision over the next few years.

A number of repairs have been done to the system and a regular inspection has taken place on the boilers each year.

## WATER AND SANITATION

Water piping is old and will need replacement during the next five years also the filtration system is poor and does not take out all the iron it should which is adding to the corrosion in the pipes.

The toilets are in good state of repair with only the tank tops in need of replacement, which we were assured was scheduled for this summer.

There are indications that at some time in the life of the school some flooding has taken place in the basement area. All of the damage has been repaired but we were told that there were still some problems with water in the building basement from time to time. We would recommend that a second sump pump be kept as a

spare in the basement in case of failure of the main pump. It is also recommended that some of the cracks in the foundation be sealed to assure no water leakage.

#### MISCELLANEOUS BUILDING SERVICES

We recommend that additional fire extinguishers be placed through out the building.

A flash hood should be over the stove in the basement.

The food preparation area in the basement requires that there be three sinks installed one of them with a sterilizer unit.

The biggest fault of the school as a learning environment is the lack of a gym or cold weather play area for children. This lack of facility must have a detrimental effect on the education program of the school. A lack of these facilities would suggest that perceptual and gross motor development of the children is suffering as a phased and structured part of the school curriculum.

#### LIBRARY

The library of the school is inadequate for the population of children in the school and does not meet or come close to Provincial standards. The standard for a school the size of Alexis is a core collection of 5000 books. The school has approximately 3210 books and pamphlets of which some 1432 are adult or high school materials and as such are unsuitable for a k-4 school. About a quarter of the books should have been thrown away because of the poor condition of the books.

There are four sets of encyclopedias in the school dated 1932, 1937, 1967 and one 1972.

None of the books have been catalogued and most were placed in shelves with no regard for subject or age grouping.

The library itself is small and cramped and would make a better book storage area than a library.

There has been some selection of books recently that shows a good understanding of the needs of young children.

There are not enough pre-reading or early reading books or materials in the library or in the school in general.

## MEDICAL AND HEALTH

A room has been set aside for medical emergencies and supplies. Unless there was more first aid supplies than we discovered the supplies are inadequate for the size of the school.

## AUDIO VISUAL EQUIPMENT AND SCHOOL MATERIALS

The school has an adequate supply of most audio visual equipment except for tape recorders and language master materials.

The school supplies in the school are not adequate for the number of pupils nor are there enough hands on materials for the students in comparison with what is found in Provincial schools.

From the number of duplicating masters found in most classrooms it is assumed that the students are doing far to much symbolic processing at to young an age. This conclusion is arrived at in part because of a lack of hands on materials found in the school.

There did not seem to be much art material or supplies for a early childhood education program.

Recommendations:

Purchase:

More basic school supplies for the school.

More hands on curriculum materials.

Filmstrips for the school.

More audio visual materials.

More listening stations for the classrooms.

A language master and some programs for the school.

A sand/water table for the school.

The Department should set up a curriculum media center for its schools so that their schools could have a more enriched curriculum.

KINDERGARTEN

The kindergarten grade 1 classroom was a joy to be in. It was well laid out and had appropriate materials in it for the development of the children. It was well lighted and contained furniture that was at a height and size to match the children.

GENERAL OBSERVATIONS AND RECOMMENDATIONS

To provide quality education for the children of the Alexis Day School they should have the full educational options and opportunities that children in the nearby Provincial schools have.

This seems only just and right. What is missing from the Indian Day school and not from the closest Provincial school is a gymnasium and a lot of enrichment materials considered necessary and appropriate for early childhood education. Our strongest recommendation to the people of Alexis and to the Department of Indian Affairs is that a gymnasium be built for the Alexis Day School. We further recommend that on the basis of educational research that additional educational curriculum, Media, and enrichment materials be made available to the Alexis Day School.

The school building at Alexis is old but maintained in good repair. The building is large enough to house the students now in attendance but any future growth in the population of children attending it will overload the facilities. The projected growth rate of the Alexis Reserve is more than twice that of the Province and will lead to an over crowding of the existing facilities in the very near future. We would therefore recommend that plans be made to construct a new School at Alexis during the next four (4) years. This would be in line with the Departments concern for long term planning and would insure the future and present population of Alexis Children of a proper learning environment.

There is a general need in Department of Indian Affairs schools for better library facilities, more books, and materials. This need is highlighted by the library at the Alexis Day School. One of the primary educational task of the Departments educational program is to teach Indian Children to read. If indeed this is the aim, why are there not the reading materials available to get this task done. Educational research indicates there is a high correlation between reading ability and children's motivation to stay in school. We recommend that a core collection of 5000 books be placed in the Alexis Day School appropriate to the age and grade levels of the children. This would assure parity with Darwell School, the closest Provincial school to the Alexis Reserve.

There is a lack of material and visual clues in the school environment to reinforce the cultural heritage of the students and nothing in the facility ornamentation or design to indicate that this is an Indian School or that it is alright to be an Indian. Educational research again indicates that all children are highly influenced by their educational environments and that many messages indicating values and self worth are incorporated into those environments. Research indicates that high risk populations are suffering from a lack of self concept and worth. Motivation and self concept are considered two of the main ingredients in

the successful completion of high School.

#### DARWELL SCHOOL

The physical inspection of the Darwell School was conducted on December 20, 1982.

#### THE SITE

The physical site of the school was found to be adequate for the population it serves. The principle problems are that the water supply is not adequately filtered and there is insufficient developed playground for both the small children and the older school population. The school lacks aesthetic considerations; landscaping is needed and the exterior of the building has a rather run down look.

#### THE BUILDING

The original school building was built in 1947 and has had additions added on to it since that time. We were unable to obtain specific dates of renovations.

The roof has been recently replaced on the school and appears to be in good shape at this time.

Water damage to the building is apparent from the previous roof and some structural damage appears to have been caused to the North wall of the older part of the school. Rot or faulty construction in the north wall of the building is causing some sagging at the roof line. We would recommend that this be examined and repaired.

The North wall is also poorly sealed and there is some water driven in and a lot of draft in the classrooms on the north side of the building.

The size of the classrooms are very small and have a cramped feeling even with no students in them at the time of the inspection.

Many of the classrooms are poorly engineered to meet the educational environmental needs of the school program. A lack of windows on the south side of the buildings classrooms gives a cave like feeling to the rooms which is compounded by the colors of the walls, which in many of the rooms are a mixture of distracting shades of greens, purple and blue. The colors are not inviting or stimulating to an educational environment.

The overall look and feel of the building is that it is in a poor state of maintenance and repair. We recommend that some capitol dollars be spent on the structure to

make it safe and attractive. It is also suggested that additional insulation be put into the walls of the school to cut down on the amount of direct heat loss.

There are a number of broken windows around the school that if repaired would increase the looks of the building and minimize heat loss.

#### WATER AND SANITATION

One of the worst features of the school is the bathrooms. In some of them all of the urinals are cracked and shattered. The walls around the urinals are battered and in some cases appear to be desolving. There is a strong urine odor in them and a lack of general sanitation. We would strongly recommend that the bathrooms be repaired and sanitize before an environmental health inspector comes and shuts down the school for health reasons. Even a lack of funding should not be an excuse for these bathrooms.

Because students are regular users of this facility, an attitude can be fostered in the minds of students that if adults do not care for the students environment, why should they. This attitude of not caring has the potential of affecting general feelings toward the school environment.

The water appears to carry a large iron content that creates stains in most of the school sinks and toilet facilities. It is suggested that a better filtration system might help alleviate this. In the event that funding is limited minimal consideration should be given to filtering the school drinking water.

#### ILLUMINATION

The lighting in the school is standard for most schools in the Province. Because the lights oscillate at a frequency shown to increase hyperactive behavior in some children and the lighting hard on the eyes of young children it is recommended that they be replaced by full spectrum lighting.

#### TEMPERATURE AND ventilation

Heat in the old part of the school is poorly regulated so that the North side is very cold and the South side very warm. This is compounded on the North side because of the amount of draft coming through badly sealed windows and walls.

#### CLASSROOMS

The classrooms in the newer school were adequate for

the educational program. There was plenty of storage space for materials and equipment and every classroom had library shelving containing supplemental materials.

The classrooms in the newer part of the school had the following:

- Display boards at eye level of the students.

- A teachers desk or work table.

- Classroom furniture that was in good condition.

- Adequate chalkboards.

- Doors that opened on to the hallways.

- Adequate electrical outlets.

The classrooms in the newer part of the school lacked the following:

- Sinks and drinking water facilities.

- In most classrooms there was not thirty square feet per student of floor space which is accepted as the standard necessary for a good learning environment.

- Project work space.

- Storage area for coats and personal materials.

- Most rooms were dingy and in need of painting or brighter colors.

- Most contained no suggestion of mixed cultural heritage of the students either in environment or display.

- aesthetically there was little done to make the rooms pleasant or attractive.

The classrooms in the older part of the school were poorly engineered for the delivery of quality educational programs in most cases. The classrooms were small with very high ceilings which gave an illusion that the rooms were smaller than they were. The display areas were in some cases missing or at inappropriate heights. The classrooms were either over heated or under heated. Windows in the classrooms were either huge banks or almost nonexistent. Classrooms had been structurally modified a number of times with little apparent concern for aesthetics. There was not enough floor space for the number of students in most of the rooms. The color of the walls were such that they detracted from the educational environment and we could speculate counter productive to the needs of the children. We recommend that the classrooms be repainted with colors more in line with recent educational research.

There was in several rooms on the north side of the older structure an indication that some rot may be in the walls because of the sag at the ceiling level and the top of some of the windows. Also, there was moisture coming threw some of the walls and window frames and a lot of draft. We strongly recommend that these walls be checked for structural integrity and if rot is found that immediate renovation take place.

## GYMNASIUM and AUDITORIUM

The school has a good sized gymnasium that is used for an auditorium since it has a large stage and folding chairs for seating.

There is a lot of good gym equipment and apparatus is available for the physical education program.

The height of the gym is appropriate for the educational programs and other uses.

First aide equipment and supplies are provided.

There is adequate storage room for materials, equipment and supplies.

The stage is well lighted with spot lights available for special productions.

The school administration should be commended for the condition and care it has taken with this facility and for the selection of modern equipment available to it.

## LIBRARY

The school library is a large well lighted two room

facility. The core collection of books is over 5000 volumes as set down in the provincial standard. The floor is partially covered to maintain a quiet atmosphere. There is adequate shelving and magazine space at a height appropriate to the students. There are areas on the walls for display and announcements. The library has a charge desk and tables and chairs adequate to the facility.

The library also contains the local library collection in it and is exchanged on a regular basis.

The schools collection has been well chosen for variety and to meet a modern educational program.

It is our observation that the collection should contain more books on the diverse cultural backgrounds of schools students, particularly books about Indians and books by Indians.

The library is not very aesthetically appealing as it contains little ornamentation or objects other than books. The library is a well lighted room but bare.

An apple two computer is located in the library for the use of the students.

The school should take pride in the well cared for

library collection which is adequate to the school program and is being increased on a regular basis.

#### AUDIO VISUAL EQUIPMENT

The school has enough audio visual equipment to support the schools academic program.

There is a media resource centre run by the district to supply the audio visual materials needed in the school program and as such is a great help and resource to the schools programs.

#### SCIENCE MATERIALS

The school has just been supplied with a full range of hands on science equipment. This should allow the school to have a first class science program.

The school was deficient in science models or sample science displays.

#### MEDICAL and HEALTH

The school has a well supplied medical room with adequate equipment to meet most school medical and health needs.

The only dangerous health problem we found was the schools bathrooms mentioned in another part of this inspection.

#### STAFF ROOM and FACILITIES

The school has a nice well appointed staff room and a secretarial room for duplication of materials. The staff room is an aesthetically pleasing facility for relaxation and communication.

#### ONOWAY JR. AND SENIOR HIGH INSPECTION

The inspection of the Onoway Senior School was done January 10 1983.

#### THE SITE

Inspection of the school site found it to be adequate in most all respects. More could be done to landscape the school and to develop the sports fields.

#### THE BUILDING

Inspection of the school building showed that it had wings added to it since it was constructed during the

middle fifties. The school is an interesting mixture of different architecture and styles but not unplesant to look at. The different wings of the building have had many kinds of major and minor repairs done to them during the last twenty five years.

A major fault that is apparent in the structure is the flat roof that gets overloaded with snow from time to time and causes serious damage or stressing to the support columns. The major problem that the evaluation team found was that two of the outside support block columns were cracked from roof truss to foundation. This was reported immediately to the school principal and the assistant school superintendent. This factor along with a number of blocks just under the roof beams in the classrooms were cracked or chipping due to pressure. The evaluation team considered this to be an unsafe condition and a threat to the childrens safety at some time in the future. We strongly recommend that this be fixed right away.

The exterior of the building is in need of some paint work and most all of the outside light fixtures were vandalized and broken.

The interior of the building was for the most part clean and cheerful. There were a number of celing tiles missing in the hallways and a lot of the fire

extinguishers had been taken and not replaced. The overall appearance of the halls was for the most part attractive.

It would be a recommendation that the oldest wing of the school be remodeled or renovated in the next two years to increase the overall life of the school. The oldest part of the school is showing the need for both structural renovation and classroom remodeling.

#### ILLUMINATION

The lights of the school are a standard florescent variety many of which are in the need of replacement and the covers yellow with age. In many of the classrooms there was not enough light or the lighting was dim. We would recommend that old fixtures be replaced or repaired and that full spectrum lights be used throughout the building.

The ceilings in some of the classrooms do not have a reflective factor of at least 85% which is the standard for most school rooms. We also noted on the inspection that some of the walls do not have a reflective factor of 60% again considered the standard.

The stage was well lighted and had a good light control panel

Another dangerous situation we found was that one of the schools furnace rooms did not have lights in it in working order.

We would strongly recommend that all the lights that are burned out around the school be replaced and any broken light fixtures be repaired.

#### TEMPERATURE AND ventilation

Heating in most of the classrooms was adequate with the occasional teacher complaining that her room was to cold.

Heating in the old section of the school is more of a problem because many of the windows do not properly seal closed and some wind and breeze blows in.

The heating plants were maintained in a clean and orderly condition.

We found one unsafe condition in one of the heating rooms where gas fumes were very bad and caused the eyes to become irritated. This room also did not have any lights that worked. We reported this condition to the school principal since it constituted a direct threat to the safety of the children.

## WATER AND SANITATION

The toilet facilities in most of the bathrooms were in reasonable shape with the odd tile needing to be replaced.

The water in the school has a lot of rust in it which builds up on the bathroom fixtures.

## MISCELLANEOUS BUILDING SERVICES

We found that most of the rooms did not have fire routs posted in them and some exits were not marked.

We saw that adequate custodial equipment was available.

## CLASSROOMS

Less than 60% of the classrooms were seen as esthetically pleasing.

Classroom materials were found to be adequate for most classrooms but a number of rooms were devoid of materials.

Some classroom furniture is in need of replacement.

There is no lack of classroom space for the students, with some classrooms being used for specialty drama rooms or resource rooms.

The chemistry storage room did not have chemical proof shelving for its chemicals.

The commerce program seemed to have a adequate amount of equipment and materials.

The art room was attractive and well layed out. It was a bit on the small size.

The home Economics room was well layed out and well stocked with materials, equipment and supplies.

#### SHOP

The shop was a nicely layed out facility. It is the observation of the evaluation team that the following items need some attention:

- Safety lines
- More extinguishers
- More safety goggles
- radial arm saw old
- Off set press not working
- Not enough project storage
- Poor painting area

The shop was very clean and neat and it was observed that the students were encouraged to keep it that way.

#### GYMNASIUM

There were two gyms in the school a boys and a girls.

The following observations were made:

Door between the music room and the gym was damaged.

No ropes

Poor gymnastic equipment

Heating system exposed.

Inadequate outdoor equipment storage.

Wt. room poorly layed out.

exposed wiring and poor lighting.

The boys shower room was poorly lighted and had inadequate shower heads.

We would recommend that these items be looked at as soon as possible.

#### MUSIC ROOM

The music room was a well layed out room with adequate space for most musical activities. The big problem in the music room is that it is not well sound proofed.

## LUNCHROOM AND KITCHEN

This was a very well layed out area and well equipped.  
The school and the community are to be congratulated on  
this facility.

## LIBRARY

The library was one of the best we have seen in the  
Province.

Attractive

Well lighted

Quiet

Some 90 magazines to choose from

plenty of audio visual materials and equipment

Professional staff

Over ten thousand volumes

The only part that needs work is getting more books on  
Indians.

## OTHER

The staffroom of the school is to small for the size of  
the staff.

The counseling room is not located in an ideal location  
and does not seem to be a place used very much by the

students from Alexis.

# ONOWAY ELEMENTARY SCHOOL INSPECTION

The inspection of the Onoway Elementary School was done February 2, 1983.

## THE SITE

Inspection of the school site found it to be adequate in most all respects. although more could be done to landscape the school and to develop the playground areas.

## THE BUILDING

Inspection of the school building showed that it had wings added to it since it was constructed during the middle fifties and the 1920s. The school is an interesting mixture of different architecture and styles but not unplesant to look at. The different wings of the building have had many kinds of major and minor repairs done to them during the last forty five years.

The exterior of the building is in need of some paint work and there is a need for additional insulation in

the roof. Some of the exterior panels in the front of the building need replacing to increase the looks of the school.

The interior of the building was clean and cheerful. There were some ceiling tiles missing in the hallways and some cracks in the walls where the different wings were joined together. The overall appearance of the halls and building in general was very attractive.

The old school that is attached to the newer school is still in pretty good shape considering its age but it could use additional remodeling if it is going to continue to serve the educational needs of the community in the future.

#### ILLUMINATION

The lights of the school are a standard florescent variety many of which are in need of replacement and have covers yellow with age. In many of the classrooms there was not enough light or the lighting was dim. We would recommend that old fixtures be replaced or repaired and that full spectrum lights be used throughout the building.

We would recommend that all the lights that are burned out around the school be replaced and any broken light

fixtures be repaired.

#### TEMPERATURE AND VENTILATION

Heating in most of the classrooms was adequate with the occasional teacher complaining that her room was too cold.

Heating in the old section of the school is more of a problem because many of the windows do not properly seal closed and some wind and breeze blows in.

The most serious problem noted in the inspection is fire danger. Walls next to furnaces are deteriorating. They are common gyp rock and in some areas the wooden studs are exposed and tinder dry. There should be metal sheathing on some of the doors and walls. In one furnace room the janitor is storing the waste paper during the day before it is taken out and burned. An examination of one of the storage containers revealed pencil shavings mixed with scrap paper, wax paper, and papers which had been used to clean up some kind of oil spill. This we think anyone will agree is a bad combination to have next to a gas furnace.

We strongly recommend that this practice of waste disposal be changed immediately and the furnace rooms be safety inspected and brought into a safe condition.

## WATER AND SANITATION

The toilet facilities in most of the bathrooms were in very good repair and well maintained with only the odd tile needing to be replaced.

The water in the school has a lot of rust in it which builds up on the bathroom fixtures but there was less build-up at this school than the others we have inspected.

## MISCELLANEOUS BUILDING SERVICES

We found that most of the rooms did not have fire routes posted in them and some exits were not marked.

We saw that adequate custodial equipment was available. A special note should be made that the looks and condition of all but the furnace rooms of the school are a tribute to good custodial service. The school administration of the school should be proud of their maintenance staff.

## CLASSROOMS

A problem we saw with the school is a general overcrowding in the classrooms.

Classroom materials were found to be adequate for most classrooms but a number of rooms were devoid of materials.

There appears to be less materials and equipment in the lower grades where one would expect there is more need than in the upper grades.

Some classroom furniture is in need of replacement.

The art room was attractive and well layed out. It was a bit on the small size but had additional small rooms available for the art program.

#### GYMNASIUM

There was a well equipped gym in the school with a lot of devices and equipment available to the programs. It appeared that the stage area in the gymnasium was adequate for the size of the school and that while the building is old the facility is a good educational environment for the students.

#### MUSIC ROOM

The music room was a well layed out room with adequate space for most musical activities.

## LIBRARY

The library was one of the best elementary libraries we have seen in the Province.

Attractive

Well lighted

Quiet

Some 15 magazines to choose from

plenty of audio visual materials and equipment

Professional staff

Over twelve thousand volumes

There were a adequate number of books on Indians in the collection with list maintained for classroom teachers of additional books available on the subject or in the area.

## OTHER

The staffroom of the school is adequate for the size of the staff.

We found with the exception of overcrowding the school adequate to provide a good educational program.

## 6. SUPPORT FACTORS

The general findings were that the support factors in the Alexis School were far less than the support factors in the Provincial Schools.

the Provincial Schools have far more textbook workbooks and in better shape than the DIAND School at Alexis.

Classroom reading sets and support reading sets found the Provincial schools better supplied.

Instructional media materials the Provincial schools were well supplied and the DIAND school had little.

The Provincial Schools had a Instructional media centre in the district that they could draw extra materials from. No such centre exists for the Department of Indian Affairs Schools.

On a per pupil basis the DIAND school had more library books, but give the smaller number of students at the school that didn't mean much because the total number of books available in the Departments School was about 1994 books as compared to the 10000 volumes in the library at Onoway. It is the scope of the library collection, and the quality that is important. The

DIAND Schools library had little scope but good quality. The Departments school had the new set of encyclopedias locked up in a closet away from the students because the students might steal them. Locked in the closet we found that one of the volumes was missing.

## 7. NEGATIVITY

Because of the feelings of the evaluation team that there was a lot of negativity expressed by teachers, school personnel and administrators about Native students. A random sample of what people think about Indians was done by the evaluation team in the communities around the Alexis Reserve such as Onoway, Darwell, Gunn, and Alberta Beach.

Sixty four people were interviewed and asked these questions:

1. Do you know any Indian People?

58 said yes 6 said no.

2. Do you think that Native Rights should be inshrined in the constitution?

23 said yes 41 said no.

3. Do Indians take care of their property?

7 said yes 8 said they didn't know and 49 said no.

4. Who takes care of their children better Indians or non Indians?

52 said non Indians 12 said they didn't know.

5. Who drinks more Indians or non Indians?

60 said Indians 4 said they didn't know.

6. Would you want an Indian for a neighbor?

44 said no 7 said yes and 13 qualified.

their answer.

7. Do Indians work as hard as non Indians?

43 said no 6 said yes and 15 said they  
don't know.

8. Are you prejudice about Indians?

58 said no 6 qualified their answers.

From the above we believe that there is reason to be concerned that negativity and possible prejudice is a factor in the lives of the students and people of the Alexis Reserve. Comments from teachers about their students showed that they didn't expect the Alexis students to do well in school and they cited such things as lack of good work habits, lazy, culturally unprepared for school, no drive, didn't care about school, parents weren't interested, poor preparation. We hasten to say that not all teachers shared these views but a significant number did.

A school administrators who did not perceive himself as

prejudice described on a number of occasions his students as the "Brownies and Whities".

A school administrator who said that they loved native children but found it unreasonable to expect an Alexis student to become a doctor since only two hundred students could get into medical school and that they would be better off to become carpenters...after all Christ was a carpenter.

A school administrator who said they don't put many new books out on the shelves because the students would steal the books.

A teacher who said that native students would be better off in vocational schools because they don't have the mental ability to handle regular class work.

A teacher who said we can't take the time to teach children who have no interest in school and who would drop out anyway.

Nor is the feeling of negativity all on one side interviews with community members and comments on the community survey clearly indicate that there is bad feelings on the part of many community people. This hostility and negativity plays a role in the self concept and motivation of the children of the Alexis

Reserve and steps must be taken to begin healing the breach between the Reserve and the outside community. There must be many more contacts between the Reserve and the outside community to break down some of these barriers that have grown up over time. Sports, Intercultural events, Summer camps, Boy Scouts and Girl Guides, 4 H club activities, Student exchange programs, shared resources are all suggestions of what can be done to begin the process. If people are really serious about getting together a intercommunity worker could be a part of the Bands administration.

## V. IMPLICATIONS AND RECOMMENDATIONS

### 1. ACADEMIC

The general finding of the evaluation of student performance is that the children of the Alexis Reserve are not learning at the level of other provincial students and that this has been going on for a long time. Because of the extent and the long history of failure, it must be assumed that to continue the existent programs and policies will not improve the situation.

The findings suggest that the children are not entering school with the same pre-school preparation as other children in the Province and that the schools has not taken this into consideration. Rather than designing the early childhood programs to provide for the needs of the children and to compensate for the lack of preparation and experiences, the school programs have been dictated by the curriculum guides. It must be noted that the Department has started a kindergarten at the Alexis Day School to help overcome this problem.

A major area of concern must be that of hearing. The number of children with some hearing impairment, and

the degree of impairment, must have negative effects on education.

Another area of particular concern is language. The children show definite weaknesses in language development that are not being dealt with by the schools. This weakness must be viewed as one of the major factors in the lack of educational success, and therefore, if programs are not designed to remediate it there is little likelihood that learning will increase.

The language used in the Alexis Day School and reinforced is one word responses that do not elicit higher levels of cognitive process and do not allow the child to become proficient in language use.

Many of the children tested were in need of glasses or some form of visual training, because of lazy eye and other perceptual motor problems with the eyes. Many of those students had already been given glasses to correct eye problems, but not one of them still had their glasses or used them in school. This is a parent problem and a school problem. A second pair of glasses should be gotten immediately and kept in the classroom.

attendance is a major problem of the Alexis students and has an important relation to their education. Most

simply stated if the students are not in school the best educational environment in the world will not help them. This is a problem shared by both the school and the home. If the school is not interesting and does not offer instruction that releases the potential of its students, they will be reluctant to come. However, if students are not encouraged at home to get to school and are not provided with the incentive they won't attend. This problem is one in which there is no easy answers. But one that takes the day to day work of education counselors working with teachers and parents to see that youngsters get to school.

Inadequate, culturally irrelevant learning materials and inappropriate teaching styles have compounded the problems.

Most all of the schools evaluated push the idea that group cooperation in the classroom is inappropriate and that children are dishonest if they help one another. This allows for no group resolution of social problems within the classroom and reinforces the rock-em sock-em resolution that takes place on the playground. It should be noted that the provincial curriculum is set up to utilize physical education as a major component in the integration of cooperation and group interactions. The problem is that the resolution techniques and solutions are not Native ones.

Indian students in most cases were seen in the evaluation as receivers of information not generators of information. They were passive learners rather than active learners and those that were active learners had become so in spite of the system rather than through the system.

Political helplessness was another process that was reinforced in most classrooms and schools evaluated. The native student in the schools are a tolerated segment that has few chances to buy into the system or affect what is happening to them.

Steps which would likely help in providing quality education include:

- a. pre-school preparatory programs such as Infant Stimulation program, Head Start or the Mississippi Choctaw Parent Child Development Program.
- b. increased minor and capital funding.
- c. either Native teachers, or teachers trained in cross-cultural education.
- d. curriculum based on actual learning needs.
- e. process curriculum as opposed to content curriculum.
- f. learning tasks mastered in the concrete before attempting the symbolic.

- g. increased community involvement in the school.
- h. community education programs.
- i. increased interaction between the community and the Provincial schools.
- j. a cultural exchange program to ease the transition from the community school to the Provincial schools.
- k. the establishment of a perception centre to diagnose and remediate developmental and perceptual problems.
- l. hiring teachers with remedial expertise.
- m. retesting in the area of hearing, using finer testing devices and under ideal conditions.
- n. biographies of those children who are hearing impaired to determine the origin of the problem.
- o. Local control of education.

Whereas it was beyond the scope of this evaluation to assess the relationship between community nutrition and education it is suggested that a program of nutritional awareness be established.

## 2. SOCIAL

Such great significance has been placed on education in our society, that failure to succeed in school often leads to rejection by society and feelings of inadequacy for the individual.

Often this feeling of inadequacy will be blamed on the society as having failed the individual in giving him/her an equal chance.

Repeated failure and the rejection it both implies and causes, increases the isolation, frustration and resentment of the individual.

When the failed individual is a member of a racial or cultural minority, failure to succeed is often seen as having a racial or racist basis. In turn this may lead to still stronger anti-social and -societal attitudes.

Lack of educational success limits the options an individual has in partaking of and contributing to the benefits of society.

Certainly, educational failure is not the only factor to create feelings of despondency, futility, frustration and isolation in an individual, but it cannot be ignored. It should be recognized as contributing to the major social problems confronting Native people as evidenced by the suicide rate almost triple that of the national rate, the Indian illnesses and deaths of which between 50 and 60% are alcohol-related and the high level of Indian juveniles considered delinquent (almost three times the national

rate).

The failure of the various social institutions to cope with and remediate these and other problems contributes to the militancy of minority groups.

The issues dealt with through education have increased over the last 50 years and continue to increase.

Because education touches on so many aspects of an individual's life, even if it is not an actual cause of problems, it is a definite part of the solution.

### 3. ECONOMIC

Without at least a grade 12 education, young people are shut out of most current and future job markets, because many professions require completion of grade 12 as a prerequisite for additional training and advancement.

Management of band resources and revenues are dependent on the quality of band education. Effective local control of Indian government is the key to the economic revival of Indian bands. The skills necessary for that effective control will be greatly influenced by the education of the managers.

Management, land claims research and negotiations all

need competent people to insure their success. This competency has its roots in education which must be future oriented to help provide alternatives for the future survival of any group.

Because of the link between educational achievement and earning power, failure to improve educational outcomes means continued massive social assistance expenditures, which totaled more than 104.4 million dollars in 1978/79, more than that spent on elementary and secondary education.

#### 4. CULTURAL

In order for a cultural minority to survive, the teaching of that culture must be educationally or socially formalized. This is especially true when there have been systematic efforts made to destroy that culture.

If schools for Native children fail to contribute to the cultural identity of the child, they, and the agencies who control them, will continue to be accused of cultural genocide.

Additionally, a secure self-identity has been shown to improve educational outcomes.

As has been repeatedly stated, this is not meant to imply that education is the only factor responsible for the problem, or the only solution. However, its role in both creating the problem and as a major part of the solutions must not be ignored.

Therefore, it is recommended that:

- a. a Stony language program be instituted.
- b. culturally relevant materials be purchased and/or developed.
- c. individuals from the community be hired as teacher-aides.
- d. a strong and active Stony cultural program be developed and implemented.
- e. community members be encouraged and supported to take training and apply for positions in the school system.

## RECOMMENDATION

## ALEXIS BAND

That the Alexis Reserve hire a Educational Coordinator.

That the Alexis Band take control of their own educational program.

That the Children of the Alexis Reserve be educated as long as possible on the reserve.

That in the community on the Alexis Reserve a Early Childhood program be adopted and used such as the Infant Stimulation program being used in British Columbia or the Mississippi Choctaw Parent Program being used in the United States.

That a new school be built on the Alexis Reserve to take all of the students on the reserve through grade eight (8).

That a Gymnasium be built as soon as possible for the students and people of the Alexis Reserve.

That a strong Daycare program be instituted in the

community. That it would be integrated with the programs of the school.

That education workshops be held on a regular basis to advise parent what they can do to help their children in school and at home.

That recreation programs be started for the children of the Reserve.

That a summer school program be offered in the community for students having problems in school.

That a high school recovery program be run in the community to work with drop outs.

#### ALEXIS DAY SCHOOL

That the Library of the Alexis Day school be increased to provide a greater scope of books and that more reference books be purchased.

That more prereading books be added to the Alexis Day School Library and more audio visual materials.

That a variety of classroom reading sets be put into the classrooms and used at the Alexis Day School.

That a nursery class be added to the Alexis Day School to to insure that the students are better prepared to begin in grade one.

That the curriculum at the Alexis School be changed to integrate with that being taught in the Provincial Schools to which the students will later go.

That the use of TV. be more closely monitored and mediated by the teachers at the Alexis Day School.

That teacher Aides be hired and trained to work full time at the Alexis Day School.

That Alexis Children with vision problems have an extra set of glasses that would be left with the teacher in the classroom so that they would be assured of being able to see in school.

That computers be introduced and used in the Alexis Day School.

That children at the Alexis Day School have their hearing retested by an audiologist and that his/her education recommendations be followed.

That a strong language program be instituted at the Alexis Day School that encourages speech and the

building of verbal language skills.

That a process based curriculum rather than a content based curriculum be instituted at the Alexis Day School.

That a cultural exchange program be instituted between the Reserve and the Provincial Schools to help children get over the culture shock they are now going through when they go to Provincial Schools for the first time.

That Stoney be the Language of instruction used at the Alexis Day School with English as a second language being taught.

That some cultural materials, art, or symbols be incorporated into the Alexis Day School so that students are aware that it is a Indian School and that they should be proud of their cultural heritage.

That culturally relevant materials be used at the Alexis Day School and the other schools that Alexis students attend.

That the Reserve Education Counselor work closely with the Alexis Day School teachers and the parents to monitor and cut down the amount of school children are missing.

LAC STE ANNE SCHOOL SYSTEM

That the Alexis reserve have a member on the Local School Board.

That some kind of cultural sensitivity training be given teachers who work with Alexis students.

That special cultural training be offered to school administrators working with Alexis students. That they take some cross-cultural counseling courses.

That training and upgrading be offered to teacher aides hired to work with Alexis students.

That some area be set aside in the schools for Indian students to be counseled in that can be seen as their territory.

That the School District move to have the Arcade in Onoway closed to school students during school hours.

That the safety and health recommendations in the facilities report of this evaluation be acted upon and reported back to the Alexis Band.

That students found in the evaluation to be having

problems with their hearing that are attending provincial schools be retested and special consideration be given to them based on an audiologists recommendation and the recommendations of the Provincial Department of Special Education.

That Elders be invited and used in the schools to motivate and help add a cultural enviroment in the School that is lacking.

That the curriculums of all the schools be modified to have a more hands on approach in the K-4 grades.

That the predominately left brain curriculum of the schools be integrated with more right brained curriculum.

That more books be placed in the school libraries that deal specifically with native peoples.

That more meetings be held on the Reserve between the schools and the Alexis Reserve.

That the District allow the Alexis Day School access to its I.M.C.

That a recovery program be offered to keep students in

school and to recover some of the Indian drop outs. (see appendix for Recovery Program)

DEPARTMENT OF INDIAN AFFAIRS

That DIAND enter into an agreement with the Lac Ste Anne School System for the use by the Alexis Day School of instructional media materials from the Instructional Media Center in Sangudo.

That DIAND hire a special education teacher at the Alexis Day School to work with the learning disabled students and students who are one or more grade levels behind where they should be.

That DIAND fund an Educational Coordinator position for the Alexis Reserve.

That the DIAND provide a quality education program on the Alexis Reserve

That DIAND bring its educational delivery program into line with its stated educational policies.

## VI. SUMMARY OF EVALUATION

The evaluation of the Alexis Day School has been successful in seven main area:

1. it has provided a baseline to which future evaluations can be compared to determine if progress has taken place.
2. it has provided a basis from which decisions for meaningful educational change can be made.
3. it has shown the DIAND specific problem areas related to education at the Alexis Reserve.
4. through actively involving community members in the evaluation process, they have gained a much clearer understanding and sense of the educational needs of their children than they would have gained through only reading the final evaluation document. Members of the community were full time counter-part members of the evaluation team. They took part in the administration of the CELF, LSI, Purdue, Visual and Hearing screens; conducted interviews for the needs survey, assisted in other interviews, took part in workshops relating to the evaluation and attended training programs.

5. It has provided both provincial and DIAND with specific programs for educational change.

6. It has provided parents with information about what can be done at home to improve chances of children in school. It has also told them where they can go for help and resources for their children.

7. It has provided teachers with information and resources for working with Indian children in their classes.

Weaknesses of the evaluation included:

1. insufficient time allowed considering the scope of the evaluation.

2. lack of agreement with District DIAND people of the scope of evaluation.

3. lack of access to relevant testing materials and equipment by examiners.

4. lack of clear briefings for evaluation teams re specific responsibilities.

5. delays in delivery of funding, which was

inadequate for an evaluation of this scope.

6. different examination teams for different tests and schools.

7. delays in computer scoring of information and getting forms to the evaluation teams.

## ALEXIS EDUCATION EVALUATION

Appendices

ALEXIS' RELATION TO LAC STE ANNE SCHOOL DIVISION

It is clear that the children of the Alexis Reserve will be attending Provincial schools in the Lac Ste Anne District for a number of years in the future and that even if Alexis did choose to go to local control it would probably choose an early childhood education program and/or an alternate school program.

It is not just that the provincial schools are not meeting the Alexis students academic needs, it is that those schools are not meeting their social and emotional needs as well. this may be the biggest failing because those students which are not in academic trouble are still dropping out and those that are in trouble are unwilling to go back and try again. Something has to change if the Children of Alexis are to have any real academic future or be able to take their place in the world of work. The cost of their failure is too expensive to the people of the Reserve, to the communities surrounding the Reserve and to the people of Canada as a whole.

Provincial school staff must take additional training to meet the learning styles and academic needs of those students. It is evident that the students can't or will

not change to meet the existing educational delivery of the provincial schools.

since vision and hearing are the major modalities that children learn through school personnel who have perceptually impaired students must take steps to meet those students special needs and not just be content to have those students quietly drop behind the other students in their classrooms.

Competence in human beings is described as the degree to which you use your energies to enhance your survival. Learning competence is the conscious ability to pattern the use of energy in interacting with the environment so that survival is not only guaranteed but its quality is improved. The question for the District is, are competent individuals being turned out by the schools.

Special language programs have to be devised and implemented to allow Alexis students to compete on an equal basis in the classroom with other students.

Consciousness is: The ability to know that we know. The vehicle of consciousness is symbolization. Language is the fundamental symbol system and is key to learning competence. Language is the heart of native learning.

Some symbolic and some real ways are going to have to be instituted to recognise that the schools have a culturally different group of students. Those students have to be made to feel that it is ok to be an Indian. Students can not be allowed to come away from schools feeling that they are less than other children. This leads to pathologically unsound behavior and high incidences of teen-age suicide. Educational and psychological research state that if you want to raise healthy children they must be given purpose or they must acquire purpose. Purpose relates to meaning and meaning relates to goals and ideals without these education is meaningless and life it self is meaningless.

The Lac Ste Anne Schools are going to have to work on the expectations of its school staff in regards to the Alexis students and their perceived ability to do academic work, because right now there is little expectation of their succeeding. This has become a self fulfilling prophecy in the case of most Indian students. It is the belief of the evaluation team that there is a great deal of overt and covert prejudice that Alexis students are subjected to in the schools. It is not our desire to point fingers or to blame anyone person or group. The problem with prejudice is that it limits potentiality in both the giver and the

receiver

The District should make stronger attempts to offer culturally relevant materials to those Indian students it has in its care and to invite elders and others from the reserve to share their history and experiences in classrooms.

Programs such as summer school on the Alexis Reserve, Saturday catch-up programs, Stoney language classes, peer tutoring and peer counseling programs, Drop out recovery programs, outward bound programs and more hands on early childhood programs are just a few of the suggestions of what can be done to help some of those students.

The curriculum is far to left brained to meet many of the needs of most native children. There needs to be begun some programs and approaches such as are found in the book Unicorns are Real 'by Barbara Meister Vitale to help bridge some of the hemisphere gaps and to integrate more right and left brain functioning.

Nutritional screening should be done for all the students to eliminate some obvious learning and behavior problems.

More meeting should be held on the Reserve between

school personnel and parents so that parents feel that the schools really care what happens to their children.

It is clear from the comments on the community survey that people are still willing to believe that the province is able to do something about school.

ALEXIS BAND  
EDUCATION SURVEY

1. NAME \_\_\_\_\_

2. MAILING ADDRESS \_\_\_\_\_

3. MALE \_\_\_\_\_ FEMALE \_\_\_\_\_

4. DATE OF BIRTH \_\_\_\_\_

5. MARRIED/Common Law \_\_\_\_\_ SINGLE \_\_\_\_\_ DIVORCED \_\_\_\_\_ SEPARATED

IF YOU HAVE CHILDREN ANSWER THE QUESTION 6 AND 7 IF NOT MOVE ON TO QUESTION 8

6. NUMBER OF CHILDREN YOU HAVE  
NAMES OF CHILDREN AND AGES OF CHILDREN

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. SCHOOLS CHILDREN ATTEND.

A. DARWELL

GRADE OR GRADES

_____	_____
_____	_____
_____	_____

ARE YOU SATISFIED WITH THE EDUCATION YOUR CHILD IS RECEIVING FROM THE SCHOOL

YES NO

PLEASE STATE REASONS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. ONOWAY JR. SENIOR HIGH  
GRADE OR GRADES

_____	_____
_____	_____
_____	_____

ARE YOU SATISFIED WITH THE EDUCATION YOUR CHILD IS RECEIVING FROM  
THE SCHOOL?  
YES      NO  
PLEASE STATE REASONS. \_\_\_\_\_

_____
_____
_____
_____

C. ONOWAY ELEMENTARY  
GRADE OR GRADES

_____	_____
_____	_____
_____	_____

ARE YOU SATISFIED WITH THE EDUCATION YOUR CHILD IS RECEIVING FROM  
THE SCHOOL?  
YES      NO  
PLEASE STATE REASONS. \_\_\_\_\_

_____
_____
_____
_____
_____

D. ALEXIS DAY SCHOOL  
GRADE OR GRADES

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ARE YOU SATISFIED WITH THE EDUCATION YOUR CHILD IS RECEIVING FROM  
THE SCHOOL

YES NO

PLEASE STATE REASON.

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8. A. DO YOU ATTEND SCHOOL NOW?

YES NO

IF YES ANSWER 8B,9,10,11, IF NO GO TO QUESTION 12

B. IF YES WHAT IS THE NAME OF THE SCHOOL?

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9. IF YOU ARE A STUDENT DO YOU FEEL YOU ARE RECEIVING A GOOD  
EDUCATION FROM YOUR TEACHER?

YES NO

IF NO EXPLAIN.

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10. IF YOU ARE A STUDENT WHAT MAKES YOU HAPPY IN SCHOOL?

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11. IF YOU ARE A STUDENT WHAT DON'T YOU LIKE ABOUT SCHOOL?

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---

---

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12.A. HAVE YOU EVER DROPPED OUT OF SCHOOL?

YES NO

B. IF YES STATE WHY.

- ☐ IT WAS BORING
- ☐ HAD TO WORK TO SUPPORT FAMILY
- ☐ DIDNT LIKE THE TEACHER
- ☐ DIDNT LIKE THE STUDENTS
- ☐ HAD A FAMILY
- ☐ MISSED ALOT OF SCHOOL
- ☐ THEY DONT LIKE INDIANS
- ☐ EXPELLED
- ☐ POOR GRADES
- ☐ IT WAS TOO STRICT
- ☐ ALCHOL OR DRUGS
- ☐ WANTED TO MAKE MONEY
- ☐ NO DATES
- ☐ NO TRANSPORTATION
- ☐ FELT I HAD TO QUIT BEING AN INDIAN
- ☐ DIDN'T FEEL GOOD ABOUT MYSELF

C. DID YOU RETURN TO SCHOOL

YES NO

IF YES EXPLAIN WHY

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13. SHOULD WE BRING ALL OF THE CHILDREN BACK TO THE RESERVE FOR THEIR EDUCATION?

YES NO

IF YES EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. DO YOU BELIEVE THE STRAP SHOULD BE USED IN SCHOOL?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. SHOULD THE STONEY LANGUAGE BE TAUGHT IN SCHOOL?

YES NO

IF YES, PLEASE CHECK ONE OR MORE OF THE FOLLOWING:

- ☐ K-GRADE 4
- ☐ GRADE 5 - GRADE 8
- ☐ GRADE 9 - GRADE 12
- ☐ K - GRADE 12

16. SHOULD STONEY BE THE LANGUAGE THE SCHOOL IS TAUGHT IN?

YES NO

- ☐ K- GRADE 4
- ☐ K- GRADE 8
- ☐ K- GRADE 12

17. DO YOU BELIEVE THAT CULTURAL COURSES SHOULD BE TAUGHT IN SCHOOL?

YES NO

IF YES, PLEASE CHECK THE FOLLOWING COURSES:

\_\_\_\_ NATIVE ART  
\_\_\_\_ NATIVE HISTORY  
\_\_\_\_ MUSIC  
\_\_\_\_ SINGING  
\_\_\_\_ DRUMMING  
\_\_\_\_ NATIVE DANCING  
\_\_\_\_ BEADING  
\_\_\_\_ TIPI MAKING  
\_\_\_\_ HIDE TANNING  
\_\_\_\_ NATIVE STORIES AND LEGENDS  
\_\_\_\_ CULTURAL BEHAVIOR AND CONDUCT  
\_\_\_\_ WILDERNESS SURVIVAL  
\_\_\_\_ NATIVE FOOD HERBES AND PREPARATION  
\_\_\_\_ NATIVE CLOTHING  
\_\_\_\_ OTHER?

18. WHAT SHOULD BE TAUGHT IN SCHOOL?

CHECK AS MANY AS YOU THINK SHOULD BE TAUGHT:

\_\_\_\_ MATH  
\_\_\_\_ SCIENCE  
\_\_\_\_ PHYSICAL EDUCATION  
\_\_\_\_ HEALTH  
\_\_\_\_ READING  
\_\_\_\_ SOCIAL STUDIES  
\_\_\_\_ PUBLIC SPEAKING  
\_\_\_\_ ART  
\_\_\_\_ MUSIC  
\_\_\_\_ OTHER LANGUAGES  
\_\_\_\_ DRAMA  
\_\_\_\_ CREATIVE WRITING AND LITERATURE  
\_\_\_\_ OUTDOOR EDUCATION  
\_\_\_\_ VOCATIONAL EDUCATIONAL (SHOP)  
\_\_\_\_ HOME ECONOMICS  
\_\_\_\_ BUSINESS  
\_\_\_\_ LAW

19. WHAT DO YOU BELIEVE CAN BE DONE TO CHANGE EDUCATION TO MAKE IT BETTER FOR OUR CHILDREN?

EXPLAIN: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. ARE CHILDREN HAVING PROBLEMS AT SCHOOL?

YES NO

IF YES PLEASE EXPLAIN:

21. A. SHOULD THERE BE A PROGRAM AFTER SCHOOL ON THE RESERVE TO HELP STUDENTS WHO NEED HELP WITH LESSONS?

YES NO

B. SHOULD THE BAND HAVE A SPECIAL EDUCATION PROGRAM ON SATURDAYS ON THE RESERVE FOR STUDENTS WHO NEED HELP WITH SCHOOL SUBJECTS?

YES NO

C. SHOULD THE BAND HAVE SPECIAL COUNSELING PROGRAMS ON SATURDAY AND AFTER SCHOOL FOR CHILDREN WHO WANT OR NEED HELP?

YES NO

EXPLAIN

22. SHOULD THERE BE A SUMMER SCHOOL FOR STUDENTS ON THE RESERVE?

YES NO

IF YES LIST COURSES OR PROGRAMS YOU WOULD LIKE TO SEE PROVIDED.

IF YOU ARE A STUDENT WOULD YOU ATTEND?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IF YOU ARE A PARENT WOULD YOU SEND YOUR CHILD?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

23.WHAT DO OR DID YOU FIND HARDEST IN SCHOOL?;

- \_\_\_ MATH
- \_\_\_ READING
- \_\_\_ UNDERSTANDING THE TEACHER
- \_\_\_ SCIENCE
- \_\_\_ WRITING
- \_\_\_ P.E.
- \_\_\_ DEALING WITH PEER PRESSURE
- \_\_\_ ART
- \_\_\_ MUSIC
- \_\_\_ DIFFICULTIES IN COMMUNICATING WITH TEACHER
- \_\_\_ RACIAL PREJUDICE
- \_\_\_ OTHER? EXPLAIN:

24.A.ARE THERE EXTRA-CURRICULUM ACTIVITIES AT YOUR SCHOOL

YES NO

B.IF YOU ARE A STUDENT DO YOU TAKE PART IN EXTRA-CURRICULAR  
ACTIVITIES AT YOUR SCHOOL SUCH AS TEAM SPORTS, CLUBS, DRAMA, MUSIC,  
OTHER?

YES NO

IF NO EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

101  
C. DOES TRANSPORTATION LIMIT YOUR PARTICIPATION IN AFTER SCHOOL  
ACTIVITIES?

YES NO

D. IF EXTRA-CURRICULAR ACTIVITIES WERE HELD ON THE RESERVE WOULD  
YOU ATTEND

YES NO

EXPLAIN \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E. IF YOU ARE A PARENT DOES YOUR CHILD TAKE PART IN AFTER SCHOOL  
ACTIVITIES SPONSORED BY THE SCHOOL?

YES NO

25. DO YOU WANT YOUR CHILD TO ATTEND COLLEGE OR UNIVERSITY?

YES NO

IF YOU ARE A STUDENT DO YOU PLAN TO ATTEND COLLEGE OR UNIVERSITY?

YES NO

26. IF YOU ARE A STUDENT WILL YOU FINISH HIGH SCHOOL?

YES NO

IF NO PLEASE EXPLAIN. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. A. IF YOU ARE A STUDENT WHAT JOB DO YOU PLAN TO TAKE WHEN YOU  
LEAVE SCHOOL?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. IF YOU ARE A STUDENT WHEN YOU LEAVE SCHOOL DO YOU PLAN TO LIVE ON THE RESERVE?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

28. A. WHAT SHOULD BE CHANGED AT THE RESERVE SCHOOL? EXPLAIN

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. IF YOUR CHILDREN ARE NOW GOING TO OFF RESERVE SCHOOLS WOULD YOU SEND THEM TO THE SCHOOL ON THE RESERVE IF THERE WAS A DIFFERENT PROGRAM OFFERED?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. DO YOU THINK THE BAND SHOULD TAKE CONTROL OF EDUCATION ON THE RESERVE FROM THE DIA?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

29. WHAT KIND OF ACTIVITIES SHOULD THERE BE FOR CHILDREN ON THE RESERVE.

- ☐ BOY SCOUTS
- ☐ 4 H CLUB
- ☐ GIRL GUIDES
- ☐ BAND
- ☐ SPORT TEAMS
- ☐ SUMMER RECREATION PROGRAM
- ☐ OTHERS PLEASE LIST

30. A. DO YOU THINK THE EDUCATION COUNSELLOR IS DOING A GOOD JOB?

YES NO

EXPLAIN

B. SHOULD THERE BE NATIVE EDUCATION COUNSELLOR FOR EACH SCHOOL?

YES NO

EXPLAIN

31. WHAT KIND OF TRAINING SHOULD THE EDUCATION COUNSELLOR RECEIVE?

32. IF THERE IS A EDUCATION COUNSELLOR IN THE SCHOOL IS THERE GOOD COMMUNICATION BETWEEN THE HOME AND THE SCHOOL?

YES NO

IF NO HOW COULD COMMUNICATION BE IMPROVED?

33.DO YOU BELIEVE THE CHILDREN HAVE OPPORTUNITY TO TALK WITH THE  
EDUCATION COUNSELLOR?

YES NO

EXPLAIN

34.HOW CAN WE MAKE STUDENT AND COUNSELLOR COMMUNICATION BETTER

35.DO YOU FEEL IT IS IMPORTANT TO HAVE NATIVE TEACHER AIDES IN THE  
SCHOOL ON THE RESERVE?

YES NO

PLEASE EXPLAIN ANSWER

36.DO YOU THINK IT IS IMPORTANT TO HAVE A NATIVE TEACHER AIDE  
TRAINING PROGRAM?

YES NO

EXPLAIN

37. DO YOU THINK IT IS IMPORTANT TO HAVE  
THE ELDERS ASSIST IN THE CULTURAL PROGRAM OF THE SCHOOL ON THE  
RESERVE?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

38. A. ARE OUR STUDENTS RECEIVING ENOUGH CAREER COUNSELING IN SCHOOL

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. SHOULD THERE BE SPECIAL CAREER WORKSHOPS ON RESERVE FOR YOUNG  
PEOPLE

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

39. DO OUR STUDENTS SPEND TOO MUCH TIME ON THE SCHOOL BUSES?

YES NO

EXPLAIN \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

40. WHAT DO YOU SUGGEST CAN BE DONE ABOUT THE TIME SPENT IN SCHOOL  
TRANSPORTATION?

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41. SHOULD THERE BE A FULL TIME EDUCATION COORDINATOR ON THE  
RESERVE?

YES NO

EXPLAIN

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42. WOULD YOU COME TO PARENT TEACHER INTERVIEWS IF THEY WERE HELD  
ON THE RESERVE?

YES NO

EXPLAIN

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43. DO YOU THINK THAT THE ALEXIS STUDENTS ARE NOT VERY DISCIPLINED  
AND THIS CAUSES PROBLEMS AT SCHOOL?

YES NO

EXPLAIN

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44.DO YOU THINK THAT THE SCHOOL TREATS ALEXIS STUDENTS FAIRLY AT SCHOOL?

YES NO

EXPLAIN

45.IS PREJUDICE A NEGATIVE FACTOR IN THE EDUCATION OF ALEXIS STUDENTS?

YES NO

EXPLAIN

IF YES WHAT DO YOU THINK CAN BE DONE ABOUT IT?

46.ARE YOU PREJUDICE?

YES NO

EXPLAIN

47. WHAT CAN THE COMMUNITY DO TO STOP STUDENTS FROM DROPPING OUT OF HIGH SCHOOL? \_\_\_\_\_

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48. WHAT SHOULD BAND COUNCIL DO TO HELP STOP STUDENTS FROM DROPPING OUT OF SCHOOL? \_\_\_\_\_

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49. SHOULD BAND COUNCIL SPEND MORE MONEY ON EDUCATION?

YES      NO

EXPLAIN \_\_\_\_\_

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50. IF YOU ARE A STUDENT WHAT CAN YOU DO TO HELP YOUR FRIENDS STAY IN SCHOOL? \_\_\_\_\_

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51. SHOULD THERE BE A SCHOOL COMMITTEE MADE UP OF COMMUNITY MEMBERS?

YES NO

EXPLAIN

52. WHAT DO YOU THINK THE TASKS OF THE SCHOOL COMMITTEE SHOULD BE?

53. HOW SHOULD THE SCHOOL COMMITTEE BE FORMED?

54. WOULD YOU BE INTERESTED IN HELPING OUT AT THE SCHOOL?

YES NO

EXPLAIN

55.SHOULD THE RESERVE SCHOOL HAVE A SPECIAL EDUCATION PROGRAM FOR CHILDREN HAVING PROBLEMS AT SCHOOL?

YES NO

IF YES SHOULD THE COMMUNITY BE INVOLVED IN THE PLANNING AND THE DEVELOPMENT OF THE PROGRAM?

YES NO

EXPLAIN

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56. DO YOU HAVE ANY OTHER COMMENTS?

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DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 188

QUESTION: 07A ARE YOU SATISFIED WITH THE EDUCATION  
FROM THE DARWELL SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
36	29	81%	7	19%	152	19%

QUESTION: 07B ARE YOU SATISFIED WITH THE EDUCATION  
FROM THE ONOWAY JR. - SEN. HIGH SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
26	16	62%	10	38%	162	14%

QUESTION: 07C ARE YOU SATISFIED WITH THE EDUCATION  
FROM THE ONOWAY ELEMENTARY SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
24	19	79%	5	21%	164	13%

QUESTION: 07D ARE YOU SATISFIED WITH THE EDUCATION  
FROM THE ALEXIS DAY SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
49	42	86%	7	14%	139	26%

QUESTION: 08A DO YOU ATTEND SCHOOL NOW

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
135	37	27%	98	73%	53	72%

QUESTION: 09 IF YOU ARE A STUDENT DO YOU FEEL YOU  
ARE GETTING GOOD EDUCATION FROM TEACHER

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
39	33	85%	6	15%	149	21%

DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 188

QUESTION: 12A HAVE YOU EVER DROPPED OUT OF SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONSE
164	133	81%	31	19%	24	87%

QUESTION: 12C DID YOU RETURN TO SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONSE
143	65	45%	78	55%	45	76%

QUESTION: 13 SHOULD WE BRING ALL OF THE CHILDREN  
BACK TO RESERVE FOR THEIR EDUCATION

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONSE
164	90	55%	74	45%	24	87%

QUESTION: 14 DO YOU BELIEVE THE STRAP SHOULD  
BE USED IN SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONSE
175	61	35%	114	65%	13	93%

QUESTION: 15A SHOULD THE STONEY LANGUAGE  
BE TAUGHT IN SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONSE
180	165	92%	15	8%	8	96%

QUESTION: 15B K-GRADE 4

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONSE
83	82	99%	1	1%	105	44%

QUESTION: 17 DO YOU BELIEVE THAT CULTURAL COURSES  
SHOULD BE TAUGHT IN SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONSE
175	160	91%	15	9%	13	93%

DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 188

QUESTION: 20 ARE CHILDREN HAVING PROBLEMS  
AT SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
135	90	67%	45	33%	53	72%

QUESTION: 21A SHOULD THERE BE A PROGRAM AFTER SCHOOL  
ON RESERVE TO HELP WITH LESSONS

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
165	157	95%	8	5%	23	88%

QUESTION: 21B SHOULD BAND HAVE SPECIAL EDUCATION  
ON SATURDAYS ON RESERVE FOR HELP

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
157	134	85%	23	15%	31	84%

QUESTION: 21C SHOULD BAND HAVE SPECIAL COUNCILING  
ON SATURDAY - AFTER SCHOOL WHO WANT HELP

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
162	151	93%	11	7%	26	86%

QUESTION: 22A SHOULD THERE BE A SUMMER SCHOOL  
FOR STUDENTS ON RESERVE

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
160	96	60%	64	40%	28	85%

QUESTION: 22B IF YOU ARE A STUDENT WOULD YOU ATTEND

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
66	55	83%	11	17%	122	35%

QUESTION: 22C IF YOU ARE A PARENT WOULD  
YOU SEND YOUR CHILD

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
87	71	82%	16	18%	101	46%

DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 18

QUESTION: 24A ARE THERE EXTRA-CURRICULUM  
ACTIVITIES AT YOUR SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
55	30	55%	25	45%	133	29%

QUESTION: 24B DO YOU STUDENTS TAKE PART IN  
EXTRA-CURRICULAR ACTIVITIES AT SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
50	28	56%	22	44%	138	27%

QUESTION: 24C DOES TRANSPORTATION LIMIT YOUR  
PARTICIPATION IN AFTER SCHOOL ACTIVITY

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
48	20	42%	28	58%	140	26%

QUESTION: 24D IF EXTRA-CURRICULAR ACTIVITIES  
WERE HELD ON RESERVE WOULD YOU ATTEND

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
62	55	89%	7	11%	126	33%

QUESTION: 24E IF YOU ARE A PARENT, DOES YOUR CHILD TAKE  
PART IN AFTER SCHOOL ACTIVITIES

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
88	21	24%	67	76%	100	47%

QUESTION: 25A DO YOU WANT YOUR CHILD TO ATTEND  
COLLEGE OR UNIVERSITY

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
124	121	66%	16	34%	141	25%

QUESTION: 25B IF YOU ARE A STUDENT DO YOU PLAN TO  
ATTEND COLLEGE OR UNIVERSITY

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
47	31	66%	16	34%	141	25%

DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 188

QUESTION: 26 IF YOU ARE A STUDENT WILL  
YOU FINISH HIGH SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
46	44	96%	2	4%	142	24%

QUESTION: 27B IF YOU ARE A STUDENT, WHEN YOU LEAVE  
SCHOOL DO YOU PLAN TO LIVE ON RESERVE

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
39	17	44%	22	56%	149	21%

QUESTION: 28B CHILDREN OFF RESERVE SCHOOLS WOULD  
YOU SEND THEM TO RESERVE SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
79	61	77%	18	23%	109	42%

QUESTION: 28C SHOULD BAND TAKE CONTROL OF EDUCATION  
ON THE RESERVE FROM DIA

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
123	75	61%	48	39%	65	65%

QUESTION: 30A DO YOU THINK THE EDUCATION COUNSELLOR  
IS DOING A GOOD JOB

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
120	64	53%	56	47%	68	64%

QUESTION: 30B SHOULD THERE BE NATIVE EDUCATION  
COUNSELLOR FOR EACH SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
153	135	88%	18	12%	35	81%

QUESTION: 32 IS THERE GOOD COMMUNICATION BETWEEN  
HOME AND THE SCHOOL, BY COUNSELLOR

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
105	47	45%	58	55%	83	56%

DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 188

QUESTION: 33 DO YOU BELIEVE THE CHILDREN HAVE CHANCE  
TO TALK WITH THE EDUCATION COUNSELLOR

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
115	85	74%	30	26%	73	61%

QUESTION: 35 DO YOU FEEL IT IS IMPORTANT TO HAVE  
NATIVE TEACHER AIDES IN RESERVE SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
154	147	95%	7	5%	34	82%

QUESTION: 36 IS IT IMPORTANT TO HAVE A NATIVE  
TEACHER AIDE TRAINING PROGRAM

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
145	138	95%	7	5%	43	77%

QUESTION: 37 IS IT IMPORTANT TO HAVE ELDERS ASSIST  
IN CULTURAL PROGRAM ON RESERVE SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
157	152	97%	5	3%	31	84%

QUESTION: 38A ARE OUR STUDENTS RECEIVING ENOUGH  
CAREER COUNSELING IN SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
93	24	26%	69	74%	95	49%

QUESTION: 38B SHOULD THERE BE SPECIAL CAREER  
WORKSHOPS ON RESERVE FOR YOUNG PEOPLE

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
150	148	99%	2	1%	38	80%

QUESTION: 39 DO OUR STUDENTS SPEND TOO MUCH  
TIME ON THE SCHOOL BUSES

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
118	61	52%	57	48%	70	63%

DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 188

QUESTION: 41 SHOULD THERE BE A FULL TIME EDUCATION  
COORDINATOR ON THE RESERVE

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
137	134	98%	3	2%	51	73%

QUESTION: 42 WOULD YOU COME TO PARENT/TEACHER  
INTERVIEWS HELD ON RESERVE

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
113	105	93%	8	7%	75	60%

QUESTION: 43 ARE ALEXIS STUDENTS NOT DISCIPLINED  
AND CAUSE PROBLEMS AT SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
120	73	61%	47	39%	68	64%

QUESTION: 44 DO YOU THINK THAT THE SCHOOL TREATS  
ALEXIS STUDENTS FAIRLY AT SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
113	62	55%	51	45%	75	60%

QUESTION: 45 IS PREJUDICE A NEGATIVE FACTOR  
IN THE EDUCATION OF ALEXIS STUDENTS

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
114	64	56%	50	44%	74	61%

QUESTION: 46 ARE YOU PREJUDICE

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
159	20	13%	139	87%	29	85%

QUESTION: 49 SHOULD BAND COUNCIL SPEND  
MORE MONEY ON EDUCATION

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
133	112	84%	21	16%	55	71%

DATE: APRIL 09/83

ALEXIS  
EDUCATION SURVEY  
YES/NO RESPONSES

TOTAL SURVEYED: 188

QUESTION: 51 SHOULD THERE BE A SCHOOL COMMITTEE  
MADE UP OF COMMUNITY MEMBERS

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
134	125	93%	9	7%	54	71%

QUESTION: 54 WOULD YOU BE INTERESTED IN  
HELPING OUT AT THE SCHOOL

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
128	113	88%	15	12%	60	68%

QUESTION: 55A SHOULD RESERVE SCHOOL HAVE EDUCATION  
PROGRAM FOR CHILDREN WITH SCHOOL PROBLEM

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
152	148	97%	4	3%	36	81%

QUESTION: 55B IF YES, SHOULD COMMUNITY HELP PLAN  
AND DEVELOP THE PROGRAM

TOTAL RESPONSES	TOTAL YES	%YES	TOTAL NO	%NO	BLANK RESPONSE	% RESPONDED
138	130	94%	8	6%	50	73%

QUESTION: 12A WHY DID YOU DROP OUT OF SCHOOL

	TOTAL ANSWERED	% PER ITEM	RESPOND
IT WAS BORING	40	32.2%	
HAD TO WORK TO SUPPORT FAMILY	5	4%	
DID NOT LIKE THE TEACHER	23	18.5%	
DID NOT LIKE THE STUDENTS	15	12%	
HAD A FAMILY	16	12.9%	
MISSED A LOT OF SCHOOL	55	44.3%	
THEY DO NOT LIKE INDIANS	28	22.5%	
EXPELLED	6	4.8%	
POOR GRADES	32	25.8%	
IT WAS TOO STRICT	10	8%	
ALCOHOL OR DRUGS	16	12.9%	
WANTED TO MAKE MONEY	21	16.9%	
NO DATES	0	0%	
NO TRANSPORTATION	5	4%	
FELT I HAD TO QUIT BEING AN INDIAN	5	4%	
DID NOT FEEL GOOD ABOUT MYSELF	36	29%	
TOTAL - - - - -	313		124

TOTAL SURVEYED: 187

QUESTION: 17B WHICH CULTURAL COURSES SHOULD BE TAUGHT IN SCHOOL

	TOTAL ANSWERED	% PER ITEM	RESPOND
NATIVE ART	114	68.6%	
NATIVE HISTORY	146	87.9%	
MUSIC	75	45.1%	
SINGING	95	57.2%	
DRUMMING	93	56%	
NATIVE DANCING	106	63.8%	
BEADING	111	66.8%	
TIPI MAKING	88	53%	
HIDE TANNING	97	58.4%	
NATIVE STORIES AND LEGENDS	127	76.5%	
CULTURAL BEHAVIOR AND CONDUCT	120	72.2%	
WILDERNESS SURVIVAL	130	78.3%	
NATIVE FOOD HERBS AND PREPARATION	94	56.6%	
NATIVE CLOTHING	83	50%	
OTHER? PLEASE LIST	7	4.2%	
TOTAL - - - - -	1486		166

TOTAL SURVEYED: 187

QUESTION: 18A WHAT SHOULD BE TAUGHT IN SCHOOL

	TOTAL ANSWERED	% PER ITEM	RESPOND
MATH	174	97.2%	
SCIENCE	159	88.8%	
PHYSICAL EDUCATION	154	86%	
HEALTH	145	81%	
READING	163	91%	
SOCIAL STUDIES	153	85.4%	
PUBLIC SPEAKING	165	92.1%	
ART	130	72.6%	
MUSIC	111	62%	
OTHER LANGUAGES	123	68.7%	
DRAMA	101	56.4%	
CREATIVE WRITING AND LITERATURE	132	73.7%	
OUTDOOR EDUCATION	141	78.7%	
VOCATIONAL EDUCATIONAL (SHOP)	123	68.7%	
HOME ECONOMICS	140	78.2%	
BUSINESS	140	78.2%	
LAW	132	73.7%	
TOTAL - - - - -	2386		179

TOTAL SURVEYED: 187

QUESTION: 23A WHAT DO OR DID YOU FIND HARDEST IN SCHOOL

	TOTAL ANSWERED	% PER ITEM	RESPOND
MATH	71	47.6%	
READING	10	6.7%	
UNDERSTANDING THE TEACHER	48	32.2%	
SCIENCE	52	34.8%	
WRITING	11	7.3%	
P.E.	5	3.3%	
DEALING WITH PEER PRESSURE	58	38.9%	
ART	9	6%	
MUSIC	15	10%	
DIFFICULTIES COMMUNICATING WITH TEAC66		44.2%	
RACIAL PREJUDICE	52	34.8%	
OTHER? EXPLAIN	10	6.7%	
TOTAL - - - - -	407		149

EDUCATION SURVEY  
KEYWORD RESPONSE

TOTAL SURVEYED: 187

QUESTION: 29A INDICATE ACTIVITIES FOR CHILDREN ON RESERVE

	TOTAL ANSWERED	% PER ITEM	RESPOND
BOY SCOUTS	131	73.5%	
4 H CLUB	97	54.4%	
GIRL GUIDES	128	71.9%	
BAND	92	51.6%	
SPORT TEAMS	160	89.8%	
SUMMER RECREATION PROGRAM	150	84.2%	
OTHERS? PLEASE LIST	22	12.3%	
TOTAL - - - - -	780		178

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